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ABSTRACT

This secondary curriculum guide is comprised of thirteen jobs (units of instruction) that focus on the area of leadership development. An introductory section lists the jobs included in the guide, intended use, unit objectives, and references. Among the jobs included are (1) Examining the History of the Future Farmers of America (FFA); (2) Understanding the FFA Creed; (3) Examining the Traditions and Principles of the FFA; (4) Determining Types of Supervised Occupational Experience Programs; (5) Participating in Chapter Meetings and Activities; (6) Using Parliamentary Procedure; (7) Presiding Over Meetings, Banquets, Committees, and Other Functions; and (8) Preparing and Delivering Speeches and Demonstrations. Each job is comprised of the following parts: objectives, guide questions, references, interest approach, key facts, student learning activities, and transparency masters. (LRA)

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LEADERSHIP DEVELOPMENT

Unit A-2

by

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LEADERSHIP DEVELOPMENT

Jobs Included

1. Examining the History of the FFA.
2. Understanding the FFA Creed.
3. Examining the Traditions and Principles of the FFA.
4. Determining Types of Supervised Occupational Experience Programs.
5. Participating in Chapter Meetings and Activities.
6. Using Parliamentary Procedure.
7. Becoming a Chapter Leader.
8. Recognizing Opportunities for Degrees, Contests, and Awards.
9. Earning Advanced Degrees in the FFA.
10. Understanding the National FFA Organization.
11. Using Parliamentary Procedure.
12. Presiding Over Meetings, Banquets, Committees, and Other Functions.
13. Preparing and Delivering Speeches and Demonstrations.

Intended Use

This unit is intended to be used as the reference for leadership development in each year of Vocational Agriculture. Jobs 1 through 8 correspond to the suggested unit for Vocational Agriculture I and Jobs 9 through 13 are intended for Vocational Agriculture II. This unit corresponds with the FFA Student Handbook. It was developed with the intention that each student will own his/her personal copy of the Handbook.

Unit Objectives

1. To develop knowledge of the history of the FFA.
2. To know and understand the FFA creed.
3. To know and understand the traditions and principles of the FFA.
4. To develop an understanding of the types of Supervised Occupational Experience Programs available.
5. To develop an understanding of the conduct of chapter meetings and activities.
6. To develop the ability to use parliamentary procedure skills.

7. To develop the skills to become a chapter leader.

8. To know and understand the opportunities for FFA awards, contests, and degrees.

9. To develop an understanding of the requirements necessary to earn advanced degrees in the FFA.

10. To develop a general understanding of the organization and operation of the National FFA.

11. To develop abilities to effectively preside over meetings, banquets, committees, and other functions.

12. To develop the ability to prepare and present a speech or demonstration.

References:

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

FFA Activity Handbook. National FFA Organization, Alexandria, Virginia.

FFA Stars Over America (any year). Venard Films, Ltd., Peoria, Illinois.

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The Organized Public Speaker. Cooperative Extension Service, North Dakota State University, Fargo, North Dakota.

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Gray, Jarrell D. and J. R. Jackson. Leadership Training and Parliamentary Procedure for FFA. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1958.

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Bender, Ralph E. et al. The FFA and You. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1979.

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Job 1: Examining the History of the FFA.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list opportunities for learning and for achievement in the FFA.
2. to list career areas associated with Vocational Agriculture/Agribusiness/FFA.
3. to explain why and how the FFA was founded.
4. to list important events in the development of the FFA.
5. to know when the FFA was established in North Dakota.

Guide Questions:

1. What are some of the activities available in which FFA members can participate?
2. For what career areas does the FFA prepare members?
3. How was the FFA founded?
4. What are some of the major events that have taken place since its founding?
5. When was North Dakota granted its charter to the FFA?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Interest Approach: Ask the students what the purpose is of some of the various organizations in the community such as Lions, Jaycees, PTA, etc., and then why organizations are important to people. Then relate the importance of the FFA to students in Vocational Agriculture. Also, the students should receive a copy of the FFA Student Handbook if they do not already have one. The Key Facts outline closely follows the Handbook and provides supplemental reading for the students.

Key Facts:

I. Opportunities in the FFA. (Transparency 1)

A. Field trips.

B. Contests.

C. Leadership.

D. Earning money.

E. Awards.

F. Travel.

G. Community service.

H. Recreation.

II. Career Opportunities. (Transparency 2)

A. Farming and ranching.

B. Sales and service.

C. Agricultural mechanics.

D. Agricultural processing.

E. Horticulture.

F. Natural resources.

G. Forestry.

H. Other.

III. Origin of the FFA.

A. Smith Hughes Act of 1917 provided funds to establish high school courses in Vocational Agriculture.

B. Many 'Agricultural Clubs' were formed.

C. Students were invited to attend judging contests at the American Royal in Kansas City, Missouri in 1926.

D. These clubs organized together to become the FFA.

E. First national convention was held in Kansas City in the fall of 1928 with 33 delegates from 18 states.

F. Henry C. Groseclose from Virginia became known as the Father of the FFA.

IV. Growth and Development of the FFA.

A. 1929 - Convention nearly doubled in representation with 64 delegates from 33 states.
- Carlton Patton of Arkansas was named first Star Farmer of America.

B. 1944 - National FFA Foundation was organized.

C. 1947 - First National FFA Band organized under the direction of Dr. Henry S. Brunner.

D. 1948 - First National FFA Chorus organized.
- National FFA Week was established during the week of Washington's Birthday.
- National FFA Supply Service opened.

E. 1950 - Congress passed Public Law 740 giving the FFA a Federal Charter.
- FFA distributed its first calendars.

F. 1952 - Adopted a Code of Ethics.
- Began publishing the National Future Farmers Magazine.

G. 1953 - Special postage stamp honoring the FFA.
- President Dwight D. Eisenhower was the featured speaker at the Silver Anniversary Convention.

H. 1955 - Adopted resolution to bring international understanding to the FFA which was the beginning of FFA organizations in Japan, Phillipines, Thailand, Peru, Columbia, Costa Rica, Ethiopia and Mexico.

I. 1957 - Former President Harry S. Truman was guest speaker at the national convention.

J. 1959 - First conference for state officers was held in Washington, D.C.
- National FFA Center was dedicated.

K. 1960 - Dr. A. W. Tenney succeeded retiring National Advisor Dr. W. T. Spanton.

L. 1965 - New Farmers of America (NFA) with 52,000 members from 13 southern states merged with the FFA to bring membership up to nearly half a million.
- H. N. Hunsicker became the new National Advisor and also the first to have been an FFA member.

M. 1969 - Girls were admitted to the FFA.
- Ken Dunagen of Arizona was named the first Star Agribusinessman.

N. 1971 - FFA Alumni Association was chartered.

O. 1975 - President Ford gave the nationally televised address to the national convention.

P. 1976 - President Carter became the first FFA member to be elected president of the U.S.
- Alaska became the 51st chartered state association.
- First World Conference and International Ag Olympics were hosted at the national convention.

Q. 1978 - President Jimmy Carter was guest speaker at the national convention.

V. North Dakota History.

A. 1929 - Received charter along with 29 other states.

B. 1972 - Alumni Association chartered along with 31 other states.

Student Learning Activities:

1. Have each student complete the worksheet. This could either be done during class discussion; before class to prepare for discussion; or after class as a review.

2. The instructor should complete the certificate on page 13 of the Student Handbook for each student who has demonstrated knowledge of the history of the FFA.

Worksheet #1

FFA HISTORY

Directions: Identify the important events in the history of the FFA that took place on the dates indicated.

1. 1917 --

2. 1928 --

3. 1944 --

4. 1947 --

5. 1948 --

6. 1950 --

7. 1952 --

8. 1965 --

9. 1969 --

10. 1971 --

OPPORTUNITIES IN THE FFA:

Field trips

Contests

Leadership

Earning money

Awards

Travel

Community Service

Recreation

CAREER OPPORTUNITIES

Farming and Ranching

Sales and Service

Agricultural Mechanics

Agricultural Processing

Horticulture

Natural Resources

Forestry

Other

Job 2: Understanding the FFA Creed.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to explain how the creed originated.
2. to understand the FFA Creed.
3. to recite from memory the FFA Creed.

Guide Questions:

1. Who wrote the FFA Creed?
2. What is the meaning behind the first paragraph?
3. What is the meaning behind the second paragraph?
4. What is the meaning behind the third paragraph?
5. What is the meaning behind the fourth paragraph?
6. What is the meaning behind the fifth paragraph?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Interest Approach: One of the first opportunities for freshmen to participate in FFA activities is to participate in a local creed contest. Explain the procedure for local, district and state competition to the class. Also indicate which FFA members have won the honor in the past and how it helped them develop leadership abilities.

Key Facts:

I. FFA Creed Origin.

A. Written by E. M. Tiffany from Wisconsin.

B. Adopted in 1930 at the National Convention.

C. Revised in 1965.

II. Paragraph one.

A. If there is no future in farming, the world has no future.

B. More efficient methods have brought about a better way of life.

III. Paragraph two.

A. Living and working on a farm or other agribusiness is unique from any other situation.

B. There are problems in agriculture like any other type of work.

C. Working with land, livestock and people has its rewards.

IV. Paragraph three.

A. Leadership should come from ourselves.

B. Everyone must have confidence in himself/herself.

C. Agriculturalists have the ability to produce food at reasonable costs to the public.

V. Paragraph four.

A. We should not have to ask for handouts.

B. We should expect a fair return for our work.

C. There should be enough jobs for everyone.

D. Hopefully, charity won't be needed, but if it is needed, everyone should give.

E. We should enjoy life and help others to enjoy life, by being fair with them.

VI. Paragraph five.

A. America will continue to support agriculture.

B. You are an important individual in your home and community.

Student Learning Activities:

1. Have the students learn the Creed for a local contest with the winner going on to district competition. Give some recognition to all who compete. Judges could be officers, other teachers or administrators, advisory committee members, alumni members, etc.

2. Complete the certificate on page 20 of the Student Handbook.

Job 3: Examining the Traditions and Principles of the FFA.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to recite the FFA Motto.
2. to list the FFA colors.
3. to know the symbols and significance of the FFA emblem.
4. to list the kinds of membership in the FFA.
5. to understand the Aims and Purposes of the FFA.
6. to recite the Official Salute of the FFA.
7. to identify the Official Dress of the FFA.
8. to list the rules concerning the FFA jacket.
9. to understand the FFA Code of Ethics.

Guide Questions:

1. What is the FFA Motto?
2. What are the FFA colors?
3. What are the symbols located on the National Emblem and what does each mean?
4. How can someone who is no longer in high school still be an FFA member?
5. What is the purpose of the FFA?
6. What is the Official Salute of the FFA?
7. What is the Official Dress of the FFA?
8. What are the rules about wearing the FFA jacket?
9. What is the FFA Code of Ethics?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Interest Approach: Ask the students what an eagle, an ear of corn, an owl, a plow, and a rising sun, all have to do with Vo-Ag and FFA.

Key Facts:

I. FFA Motto. (Transparency 1)

A. "Learning to do" - in the FFA, members learn to do things.

B. "Doing to learn" - members learn by actually practicing a skill.

C. "Earning to live" - members earn money to buy things they need.

D. "Living to serve" - each member, in doing his part in the organization, serves each other.

II. Colors of the FFA. (Transparency 2)

A. National Blue - the FFA is a national organization.

B. Corn Gold - corn is a native American crop grown in every state.

III. National Emblem of the FFA. (Transparency 3)

A. The words "Vocational Agriculture" and initials "FFA."

B. Cross section of an ear of corn - represents our common agricultural interests, since corn is grown in every state and is native to America.

C. Rising sun - symbolic of progress in agriculture and our confidence in the future.

D. Plow - symbolic of labor and tillage of the soil.

E. Owl - symbolic of wisdom and knowledge.

F. American eagle - symbolic of the national scope of the FFA.

IV. Kinds of Membership in the FFA. (Transparency 4)

A. Active - begins when a student becomes a Greenhand and lasts until three years after school or until age 21, whichever is longer.

B. Collegiate - for students enrolled in agriculture at colleges and junior colleges.

C. Honorary - bestowed to those people who have been outstanding supporters of the FFA.

D. Alumni - available to all former members, collegiate members, and others who wish to support the FFA.

V. Aims and Purposes of the FFA. (Transparency 5)

A. Primary aim - the development of agricultural leadership, cooperation, and citizenship.

B. Specific aims and purposes.

1. To develop competent, aggressive, rural and agricultural leadership.

2. To create and nurture a love of country life.

3. To strengthen the confidence of students of Vocational Agriculture in themselves and their work.

4. To create more interest in the intelligent choice of agricultural occupations.

5. To encourage members in the development of individual farming programs and establishment in agricultural careers.

6. To encourage members to improve the farm home and its surroundings.

7. To participate in worthy undertakings for the improvement of agriculture.

8. To develop character, train for useful citizenship and foster patriotism.

9. To participate in cooperative effort.

10. To encourage and practice thrift.

11. To encourage improvement in scholarship.

12. To provide and encourage the development of organized rural recreational activities.

VI. Official Salute of the FFA.

A. "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

B. Should be repeated while facing the flag, with the right hand over the heart.

C. Should always be used in the closing ceremony for FFA meetings.

VII. Official Dress of the FFA.

A. Adopted by delegates at the 1976 National Convention.

B. Female members - black skirt, white blouse with official FFA blue scarf, black shoes, and official FFA jacket zipped to the top. (Transparency 6)

C. Male members - black slacks, white shirt, blue FFA tie, black shoes and socks and the official jacket zipped to the top. (Transparency 7)

VIII. Wearing the FFA Jacket.

A. Should be worn only by members.

B. Should be kept clean and neat.

C. Should have only a large emblem on the back and a small emblem on the front, the name of the State Association and the local chapter on the back; and the name of the individual and one office or honor on the front.

D. Should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.

E. Should be worn by officers and members on all official FFA occasions, as well as other occasions where the chapter or State Association is represented. It may be worn to school and other appropriate places.

F. Should be worn only to places that are appropriate for members to use it.

G. School letters and insignia of other organizations should not be attached to or worn on the jacket.

H. When the jacket becomes faded and worn, it should be discarded or the emblem and lettering removed.

I. The emblems and lettering should be removed if the jacket is given or sold to a non-member.

J. A member always acts like a lady or gentleman when wearing the jacket.

K. Members should refrain from smoking while wearing the FFA jacket or officially representing the organization.

L. All Chapter degrees, offices and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State Farmer Charm and American Farmer Key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held, and the highest award earned by the member.

IX. FFA Code of Ethics.

A. Adopted at the 1952 National Convention.

B. Nine parts.

1. Dressing neatly and appropriately for the occasion.

2. Showing respect for rights of others and being courteous at all times.

3. Being honest and not taking unfair advantage of others.

4. Respecting property of others.

5. Refraining from loud, boisterous talk, swearing and horseplay.

6. Demonstrating sportsmanship in the show ring, judging contest and meeting.

7. Attending meetings promptly and respecting the opinions of others in discussion.

8. Taking pride in our organization, in our activities, in our farming programs, in our exhibits, and in the occupation of farming and ranching.

9. Sharing with others experience and knowledge gained by attending National and State meetings.

Student Learning Activities:

1. Complete the certificate on page 30 of the Student Handbook.

2. Have students look through the FFA Catalog and order jackets.

THE FFA MOTTO

LEARNING TO DO

DOING TO LEARN

EARNING TO LIVE

LIVING TO SERVE

THE FFA COLORS:

NATIONAL BLUE - The FFA is a national organization.

CORN GOLD - Corn is a native American crop grown in every state.

FFA EMBLEM

KINDS OF MEMBERSHIP

ACTIVE

COLLEGIATE

HONORARY

ALUMNI

PRIMARY AIM OF THE FFA

THE DEVELOPMENT OF AGRICULTURAL LEADERSHIP, COOPERATION AND CITIZENSHIP

DRESS CODE FOR GIRLS

DRESS CODE FOR BOYS

Job 4: Determining Types of Supervised Occupational Experience Programs.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list benefits of a supervised occupational experience program.
2. to list types of SOE Programs.
3. to understand important factors in selecting an SOE Program.
4. to select an SOE Program.

Guide Questions:

1. What are some benefits to be gained from a supervised occupational experience program?
2. What types of programs are available?
3. What factors are important in selecting an SOE program?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Interest Approach: Hand out $50 in play money to all students and ask them what they would do with it. Explain to them that one of the requirements of becoming a Chapter Farmer is to earn at least $50 while they are Greenhands. Ask how they might accomplish this.

Key Facts:

I. Benefits from an SOE Program.

A. Financial responsibility.

1. Earn money.
2. Reinvest money earned.
3. Spend money on yourself.
4. Save.

B. Skill development.

1. Explore areas of employment.

2. Practice agricultural skills.

C. Personal recognition.

1. Opportunity for awards.

a. Proficiency.
b. Achievement.

2. Participation in fairs and shows.

D. Degree advancement.

1. SOEP is the foundation for advanced degrees.

2. Degrees available.

a. Greenhand.
b. Chapter Farmer.
c. State Farmer.
d. American Farmer.

E. Occupational preparation.

1. Learn proper work habits.

2. Easier to get a job.

3. Easier to borrow money.

4. Easier to get established in a business.

II. Types of SOE Programs.

A. Production agriculture.

1. Grow crops.

2. Raise livestock.

3. Work on a farm or ranch.

B. Agribusiness.

1. Off-farm agricultural placement.

a. Agricultural sales and service.
b. Agricultural mechanics.
c. Agricultural processing.

2. Development of your own business.

C. Improvement projects.

1. Project which does not earn any money.

2. Areas available.

a. Agricultural Electrification.
b. Agricultural Mechanics.
c. Agricultural Processing.
d. Agricultural Sales and Service.
e. Beef Production.
f. Crop Production.
g. Dairy Production.
h. Diversified Livestock Production.
i. Fish and Wildlife Production.
j. Floriculture.
k. Fruit and Vegetable Production.
l. Home and Farmstead Improvement.
m. Horse Proficiency.
n. Nursery Operations.
o. Outdoor Recreation.
p. Placement in Agricultural Production.
q. Poultry Production.
r. Sheep Production.
s. Soil and Water Management.
t. Swine Production.
u. Turf and Landscape Management.
v. Home Library.
w. Safety.
x. Record Keeping and Accounts.
y. Other.

D. Occupational skills.

1. Skills learned which prepare you for a career.

2. Can be learned in class, on the job, or almost anywhere.

III. Factors in Selecting an SOEP.

A. Program will be partly determined by where you live and opportunities available.

1. Production project difficult without access to land or facilities for livestock.

2. Placement will depend on what jobs are available and career goals of students.

B. Program should grow bigger, better, and more meaningful each year.

1. Production should increase in size each year.

2. Placement should increase in hours worked, job responsibilities, and money earned.

Student Learning Activities:

1. Have each student select an SOEP including one or more improvement projects which he will attempt for the coming year.

2. Complete the certificate on page 35 of the Student Handbook.

3. Have students complete the checklist on page 37 of the Student Handbook.

4. Have students complete and submit the application for the Greenhand Degree found on page 153 of the Student Handbook.

5. Show film FFA Stars Over America (any year), Venard Films Ltd., Peoria, Illinois 61601.

Job 5: Participating in Chapter Meetings and Activities.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to understand steps in planning a meeting.
2. to list the officers and understand each one's duties.
3. to list the officers' symbols and understand the meaning of each.
4. to identify the location of each officer's station in the meeting room.
5. to list the proper order of business for a meeting.
6. to recite the proper responses for all members in the opening and closing ceremonies.
7. to understand the function of the program of activities and each of the standing committees.

Guide Questions:

1. Why is careful planning of a meeting important?
2. Who are the chapter, state, and national officers and what are their duties?
3. What is the symbol for each officer?
4. What is the proper arrangement for the meeting room?
5. What is the proper order of business for FFA meetings?
6. What is the Chapter Program of Activities?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Vocational Agriculture I. Oklahoma State Board of Vocational and Technical Education, Stillwater, Oklahoma, 1971.

Interest Approach: Set up each of the officer's symbols at their proper stations. Explain that this is the proper procedure for FFA meetings. Continue by asking the students if they were aware that there is also a proper order to cover business and a set of rules to conduct the meeting.

Key Facts:

I. Planning a Meeting.

A. Key to a successful chapter meeting.

B. Order of business should be established and followed at each meeting.

1. Responsibility of the Executive Committee.

2. Executive Committee is composed of the chapter officers and the chairmen of the major committees.

C. Agenda should be duplicated and handed out to all members or posted on the bulletin board.

D. Meetings should be held on a regular basis.

E. Meetings can become more interesting by including speakers, films and having good entertainment and recreation.

II. Chapter Officers and Their Duties. (Transparency 1)

A. President - (Give the current officer's name - local, state, and national).

1. Preside over and conduct meetings.

2. Call special meetings.

3. Appoint committees.

4. Represent the chapter and speak on occasions.

5. Know his or her part in the opening and closing ceremonies.

B. Vice-President - (Give the current officer's name - local, state and national).

1. Assist the president.

2. Has charge of committee work in general.

3. Preside at meetings in the absence of the president.

4. Be prepared to assume the duties and responsibilities of the president.

5. Know his or her part in the opening ceremonies.

C. Secretary - (Give the current officer's name - local, state, and national).

1. Prepare and read the minutes of the previous meetings.

2. Have available for the president the list of business for each meeting.

3. Attend to official correspondence.

4. Count and record votes.

5. Know his or her part in the opening ceremonies.

D. Treasurer - (Give the current officer's name).

1. Collect and take charge of chapter funds.

2. Collect dues and send in state and national dues.

3. Keep the financial records of the chapter.

4. Know his or her part in the opening ceremonies.

E. Reporter - (Give the current officer's name).

1. Gather and classify news.

2. Prepare news, notes and articles for publication or broadcast.

3. Send news to the State Reporter.

4. Construct and keep up a chapter scrapbook (Reporter's book).

5. Know his or her part in the opening ceremonies.

F. Sentinel - (Give the current officer's name).

1. Set up the meeting room and care for the chapter paraphernalia and equipment.

2. Attend the door during the meetings and welcome visitors.

3. See that the meeting room is kept comfortable.

4. Assist with the entertainment features and refreshments.

5. Know his or her part in the opening ceremonies.

III. Officers' Symbols. (Transparency 2)

A. President.

1. Rising sun.

2. Symbolizes progress in agriculture and the confidence that all FFA members have in the future.

B. Vice-President.

1. Plow.

2. Symbol of labor and tillage of the soil.

C. Secretary.

1. Ear of corn.

2. Symbolizes our common agricultural interests.

D. Treasurer.

1. Emblem of George Washington.

2. Washington kept his farm accounts carefully and accurately, so he was better able to serve his country.

E. Reporter.

1. American Flag.

2. The flag covers the U.S. just as the reporter covers the activities of the FFA across the nation.

F. Sentinel.

1. Clasped hands.

2. Symbolizes friendship within the FFA and to outsiders.

G. Advisor.

1. Owl.

2. Symbol of wisdom and knowledge.

IV. Arrangement for the Meeting Room. (Transparency 3)

A. President is located at the front of the meeting room.

B. Vice-President is at the back directly opposite the President.

C. Secretary is seated to the President's left on the side.

D. Reporter is seated to the President's right opposite the Secretary.

E. Treasurer is seated to the right of the Reporter, toward the back of the room.

F. Advisor is seated to the left of the Secretary opposite the Treasurer.

G. Sentinel is seated in the back of the room by the door.

V. Order of Business for FFA Meetings. (Transparency 4)

A. Opening ceremonies.

1. Each officer describes his responsibilities and symbol.

2. Member response.

a. President asks, "Future Farmers, why are we here?"
b. All members respond, "To practice brotherhood, honor rural opportunities and responsibilities, and develop those qualities of leadership which a Future Farmer should possess."

3. Call to order.

4. Roll call.

B. Minutes of the previous meeting.

1. Secretary reads the minutes.

2. Minutes are approved as read or amended.

C. Officers' reports.

1. Treasurer's report is given.

2. Any other officer who wishes to give a report.

D. Report on Chapter Program of Activities.

1. Chairmen of the committees of the Program of Activities report plans and progress.

2. Committees are known as "standing committees."

E. Special features.

1. Includes speakers, special music or similar features.

2. Scheduled early so guests can leave early.

F. Unfinished business - items which have been brought before the members at a previous meeting.

G. Committee reports - special committees appointed to handle specific duties.

H. New business - items of business not previously brought before the members.

I. Degree and installation ceremonies.

1. Awarding Greenhand and Chapter Farmer degrees, installation of officers, etc.

2. Ceremonies are found in the Official Manual.

J. Closing ceremonies.

1. After all business has been conducted.

2. When an appointed time has been reached.

K. Entertainment, recreation and refreshments.

1. Give the members a chance for fun and conversation.

2. Well planned activities can increase attendance.

VI. Program of Activities.

A. List of the chapter's activities planned for the coming year.

B. Eleven standing committees. (Transparency 5)

1. Supervised Occupational Experience Program - organizes activities that encourage FFA members to plan and conduct good SOE Programs.

2. Cooperation - helps multiply the efforts of the chapter by arranging to cooperate with other groups and organizations to carry out projects.

3. Community Service - plans chapter activities that will benefit the community by helping make it a safer, more attractive place in which to live and work.

4. Leadership - Provides opportunities and practice for all members to become better leaders by participating and "learning by doing."

5. Earnings, Savings and Investments - enables the chapter to earn and manage funds in the best interest of the members.

6. Conduct of Meetings - arranges for special programs and encourages involvement of all members.

7. Scholarship - plans activities and incentive programs to encourage members to achieve scholastically.

8. Recreation - plans recreational activities.

9. Public Relations - reports activities of the chapter and its members to local news media.

10. State and National Activities - maintains award applications and an up-to-date calendar of application deadlines, contest events and other FFA related activities at the state and national levels.

11. Alumni Relations - works to bring FFA Alumni members into a close working relationship with the chapter.

Student Learning Activities:

1. Have students complete the checklist on page 53 of the Student Handbook.

2. Have the officers give a presentation discussing their duties and accomplishments for the year. Also have them demonstrate the opening and closing ceremonies to the freshmen. After that is done, have the Chapter Officers go through the ceremony again with the class participating. Ask the class to learn the response to, "Future Farmers, why are we here?".

3. Have each student select a standing committee to serve on for the coming year.

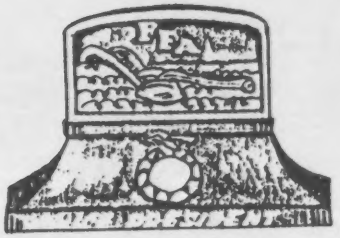
4. Distribute copies of the Chapter Program of Activities and let the students browse through them.

CHAPTER OFFICERS

President
Vice President
Secretary
Treasurer
Reporter
Sentinel
Advisor

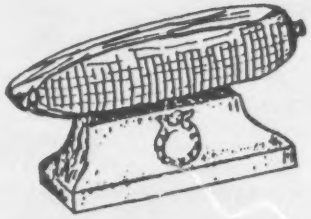
Symbols of Officer's Stations

Advisor



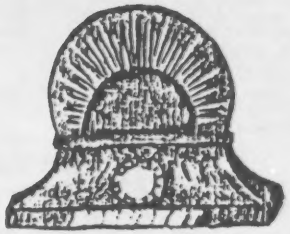
Vice-President

Treasurer



Secretary

Reporter

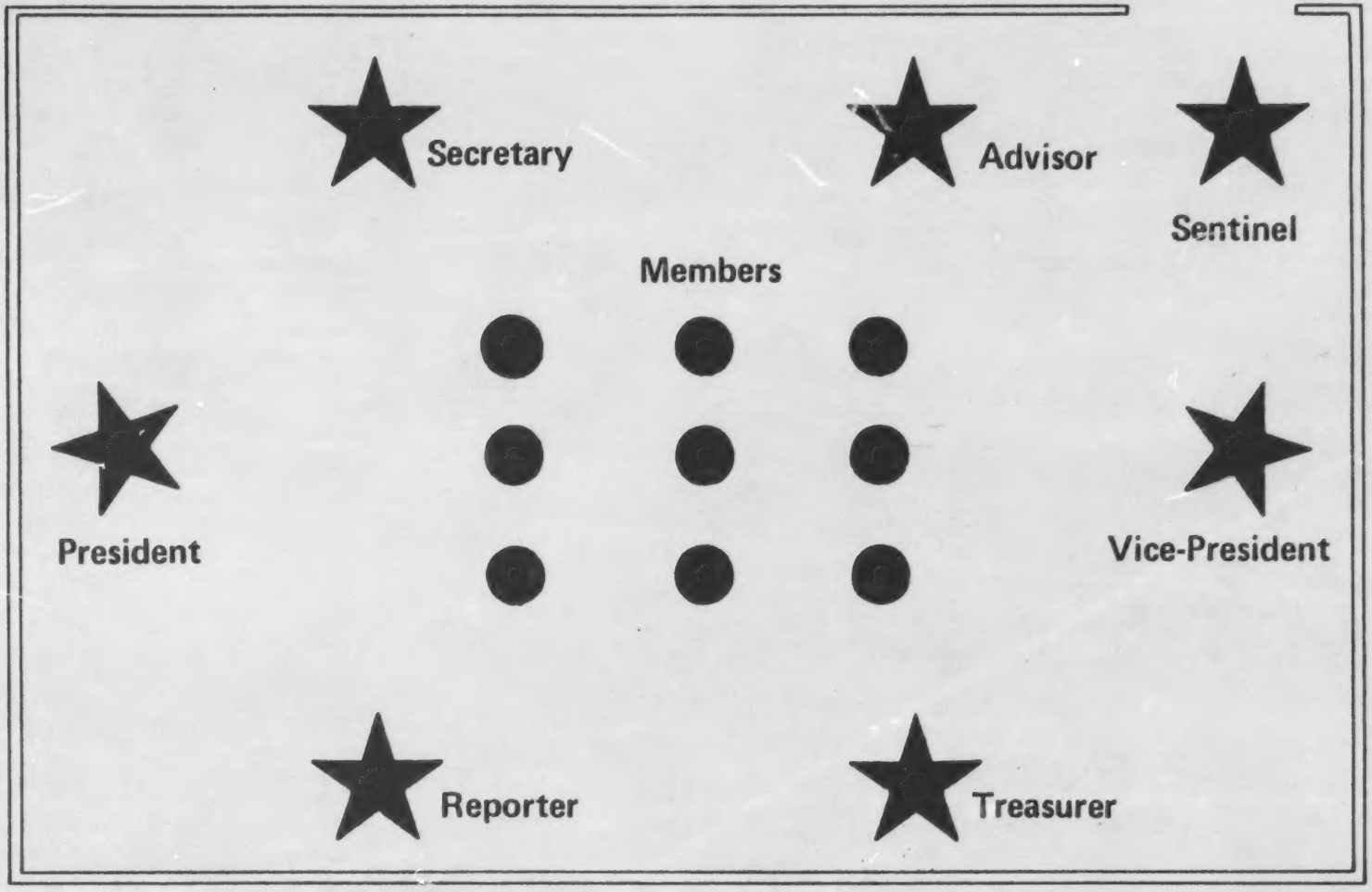


President

Sentinel

Source: Vocational Agriculture I. Oklahoma State Board of Vocational and Technical Education, Stillwater, Oklahoma, 1971.

Room Arrangement for FFA Meeting



Source: Vocational Agriculture I. Oklahoma State Board of Vocational and Technical Education, Stillwater, Oklahoma, 1971.

ORDER OF BUSINESS

1. OPENING CEREMONY
2. MINUTES OF THE PREVIOUS MEETING
3. OFFICER REPORTS
4. REPORT ON CHAPTER PROGRAM OF ACTIVITIES
5. SPECIAL FEATURES
6. UNFINISHED BUSINESS
7. SPECIAL COMMITTEE REPORTS
8. NEW BUSINESS
9. DEGREE AND INSTALLATION CEREMONIES
10. CLOSING CEREMONIES
11. ENTERTAINMENT, RECREATION, AND REFRESHMENTS

STANDING COMMITTEES

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

COOPERATION

COMMUNITY SERVICE

LEADERSHIP

EARNINGS, SAVINGS AND INVESTMENTS

CONDUCT OF MEETINGS

SCHOLARSHIP

RECREATION

PUBLIC RELATIONS

STATE AND NATIONAL ACTIVITIES

ALUMNI RELATIONS

Job 6: Using Parliamentary Procedure.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to understand the advantages of using parliamentary procedure.
2. to properly respond to the use of the gavel.
3. to make a main motion, subsidiary, incidental and privileged motion.
4. to understand the use of other motions.
5. to determine precedence, and which motions are amendable, debatable, and require a 2/3 majority vote.
6. to understand the purpose of each motion.

Guide Questions:

1. Why is parliamentary procedure used?
2. How is the gavel used?
3. What are the different methods of voting?
4. What are the requirements for an FFA meeting?
5. What are the motions used in conducting a meeting?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Interest Approach: Prepare a small group of students (5 or 6) to demonstrate a short mock meeting. This meeting should be poorly conducted. Then ask the class what could be done to conduct the business in a more orderly manner. Lead into the class discussion from this point.

Key Facts:

I. Uses of Parliamentary Procedure.

A. Set of practices or rules used by deliberative bodies in

transacting their business.

B. Purposes.

1. To provide for orderly, accurate and effective transaction of business.

2. To accomplish four main objectives. (Transparency 1)

a. Accomplish one thing at a time.
b. Provide courtesy to everyone.
c. Provide for the rule of the majority.
d. Protect the rights of the minority.

3. Confusion would likely result without the use of parliamentary procedure.

II. Proper Use of the Gavel.

A. Every presiding officer must know how to use the gavel.

B. Two taps call the meeting to order.

C. Three taps signal all members to stand.

D. One tap signals all members to be seated.

E. One tap follows the result of a vote.

F. One tap follows the announcement that the meeting is adjourned.

G. A series of sharp taps should restore order.

III. Voting Procedure.

A. Voice vote - saying "aye" or "no."

B. Rising vote - standing or raising hands.

C. Secret ballot - written vote.

D. Most votes require a simple majority, or more than half of the members present.

E. In case of a tie, the president casts the deciding vote.

F. When the motion limits the rights of the minority, a 2/3 majority vote is required.

IV. Requirements of an FFA Meeting.

A. Presiding officer.

B. Someone to keep a record of what takes place.

C. A group of officers or members who present the motions and take part in the proceedings.

D. Quorum - the minimum number of members that must be present in order to transact business.

V. Conducting a Meeting. (Transparency 2)

A. Main motion.

1. Person must first obtain the floor.

a. Addresses the chair by rising and saying, "Mr. (or Madam) President."

b. The floor is obtained when the presiding officer states your name.

2. Introduce a motion by saying, "I move to ...", never, "I make a motion to ...."

3. Sit down after completing the motion.

4. A second is required before the motion can be considered.

a. Assures that more people are interested in the motion.
b. Stated correctly, "I second the motion."
c. A second does not need recognition from the chair.

5. Discussion on the motion follows.

a. Member may call for "question" to end discussion and vote.
b. If question is not called for, the chairman may ask, "Is there any further discussion?" three times and then proceed to vote.

6. The motion is voted on.

7. The chair announces the outcome.

B. Amendments.

1. Used to change or improve a motion.

2. Three ways to amend a motion.

a. Addition.
b. Substitution.
c. Striking out.

3. Introduced during discussion of the main motion.

4. Member obtains the floor and says, "I move to amend the main motion by ...."

5. A second, discussion and vote on the amendment proceed the same as in a main motion.

6. If passed, the main motion is read as amended from then on.

7. If failed, the amendment is dropped.

8. An amendment may also be made on the amendment.

   a. Introduced during discussion of the amendment.
   b. Discussion and voting is done, first on the amendment to the amendment, then the amendment, and finally the motion.

C. Calling for a division of the house.

1. Used when someone feels the President is in error in calling for the division of a voice vote.

2. Member rises and says, "Mr. President, I call for a division of the house."

3. Does not need to be recognized, no second, no discussion or vote.

4. President must call for an accurate method of counting the vote.

D. Postpone definitely.

1. The motion under consideration is set aside until a certain time.

2. Example - "I move to postpone action on this motion until our next regular meeting."

3. If seconded and carried, the motion will appear under unfinished business at the next regular meeting.

E. Postpone indefinitely.

1. Motion is not worth considering.

2. Example - "I move to postpone action on this motion."

3. Motion is dropped unless someone brings it up again at a later meeting.

F. Lay on the table.

1. Accomplishes much the same as a motion to postpone indefinitely.

   a. Not debatable.
   b. Requires a motion to take from the table at the next meeting to be discussed again.

2. Example - "I move to lay this motion on the table."

3. Example - "I move to take from the table ...., tabled at our previous meeting."

4. If it is not brought up again at the next meeting it ceases to exist.

G. Previous question.

1. Calls for an immediate vote on a motion.

2. Example - "I move the previous question."

3. Requires a second, not debatable nor amendable and requires a 2/3 majority.

H. Limit debate.

1. Limits either the amount of time allowed or the number of speakers.

2. Example - "I move to limit debate on this motion to an additional five minutes", or "I move to limit debate to one more speaker on each side of the motion."

3. Requires second and 2/3 majority, not amendable or debatable.

I. Refer to a committee.

1. Used when more information is required on an item of business before a final decision can be made.

2. Example - "I move to refer this motion to a committee of three, appointed by the President and to report back at our next meeting."

3. Requires a second and is debatable.

4. If the motion is passed, the President then appoints the members of the committee.

5. Can also be referred to a standing committee.

J. Appeal from the decision of the chair.

1. Calls for a vote on a decision made by the President during the meeting.

2. Example - "I appeal from the chair's decision regarding our next meeting date."

K. Parliamentary inquiry.

1. When you question the parliamentary procedure being used.

2. Example - "I rise for a parliamentary inquiry."

3. Parliamentarian then makes a ruling.

L. Rising to a point of order.

1. Used when a member sees that proper parliamentary procedure is not being used.

2. Example - "I rise to a point of order."

3. Need not be recognized, no second required, not debatable.

4. After the chair says, "State your point", you explain what was done wrong.

M. Question of privilege.

1. Used to improve conditions in the room.

   a. Room may be too hot or too cold.
   b. Speaker may be speaking too softly.

2. Example - "I raise a question of privilege."

N. Move to reconsider.

1. Used to discuss a previous decision.

2. Must have voted on the winning side of the motion to be reconsidered.

3. Example - "I move to reconsider the motion concerning ...."

O. Motion to rescind.

1. Used to eliminate the entire decision.

2. Example - "I move to rescind the action taken ...."

3. Requires 2/3 majority.

4. If passed, the secretary deletes the original motion from the minutes.

P. Suspend the rules.

1. Used to make a temporary change in the regular order of business.

2. Example - "I move that we suspend the rules to allow our speaker to be heard at this time."

3. Not debatable and requires a 2/3 majority vote.

Q. Motion to adjourn.

1. Used to close the meeting.

2. Seldom used in FFA Chapter meetings since it is included in the closing ceremony.

3. Requires a second, not debatable or amendable.

R. Elections.

1. No second is required for nominations.

2. Motion to close nominations should never be used.

3. Chairman calls for further nominations three times without response.

a. Guarantees right of each member to nominate someone.
b. Places responsibility of nominating on each member.

4. Members should nominate only the individual whom they think should hold that office.

S. Order of precedence. (Transparency 3)

1. Can not make a motion which is underneath one being considered.

2. Example - Could not make an amendment to a main motion, if a motion to refer to a committee is on the floor, but could move to lay on the table.

(Note: See page 65 of the Student Handbook.)

Student Learning Activities:

1. Practice each kind of motion by holding mock meetings during the discussion.

2. Establish a Vo-Ag I mini-chapter by electing a set of officers and then conducting a meeting.

3. Have the chapter officers present a parliamentary procedure demonstration to the class.

4. Show filmstrip: Parliamentary Procedures. North Dakota State Board for Vocational Education, Bismarck, North Dakota.

OBJECTIVES OF PARLIMENTARY PROCEDURE:

-Accomplish one thing at a time

-Provide courtesy to everyone

-Provide for the rule of the majority

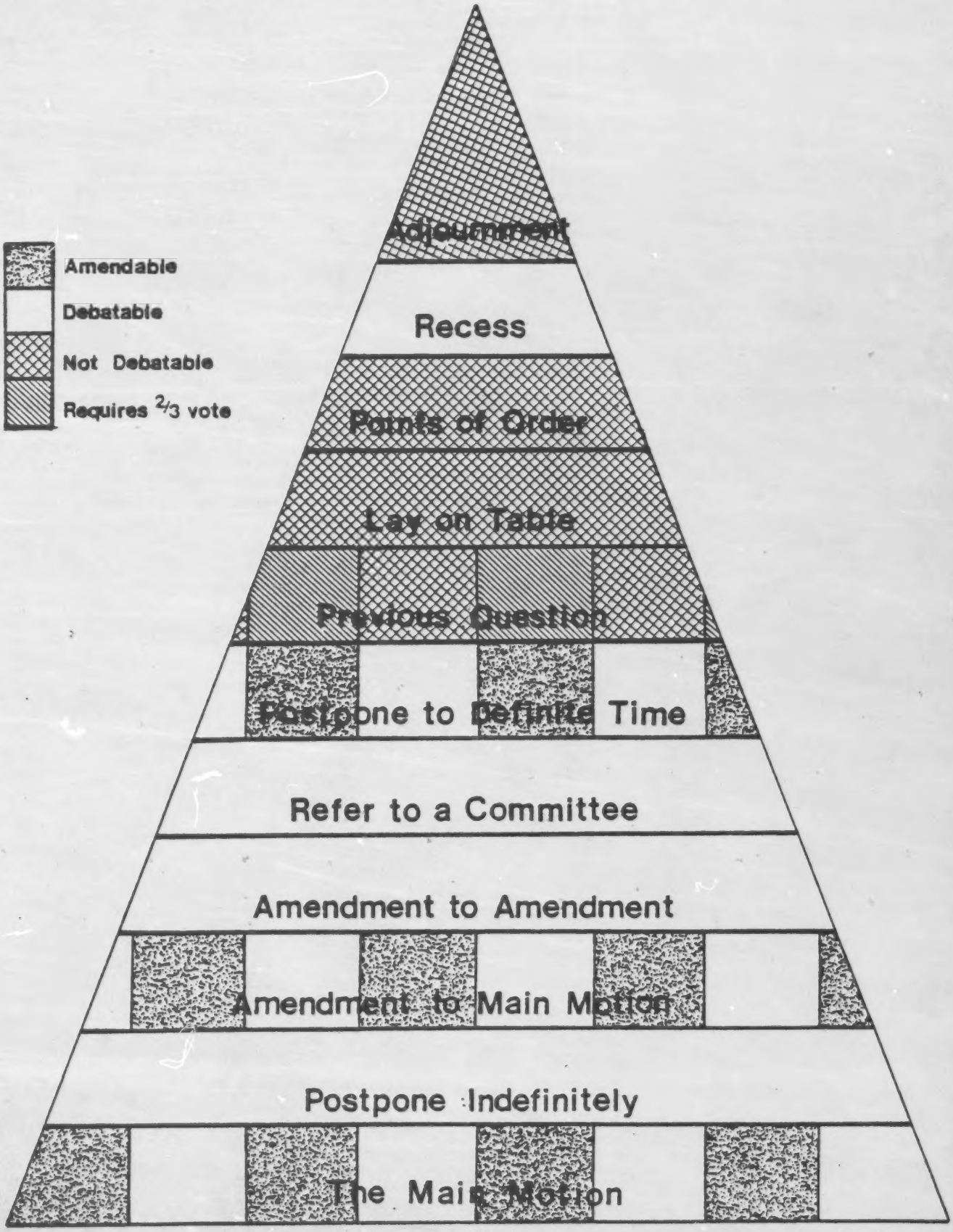
-Protect the rights of the minority

SUMMARY OF MOTIONS

A-2-6
TM 2

Classification	Kind	Second Required	Debatable	Amendable	Vote Required	Can Be Reconsidered
Privileged	1. Adjourn	Yes	No	No	Majority	No
	2. Question of Privilege	No	No	No	No	None
Incidental	3. Point of Order	No	No	No	None	No
	4. Appeal	Yes	Yes	No	Majority	Yes
	5. Suspend the Rules	Yes	No	No	2/3	No
	6. Division of the House	No	No	No	None	No
	7. Parliamentary Inquiry	No	No	No	None	No
	8. To Withdraw a Motion	No	No	No	Majority	Yes
Subsidiary	9. Lay on the Table	Yes	No	No	Majority	No
	10. Previous Question	Yes	No	No	2/3	Yes
	11. Postpone Definitely	Yes	Yes	No	Majority	Yes
	12. Limit Debate	Yes	No	No	2/3	Yes
	13. Refer to Committee	Yes	Yes	Yes	Majority	Yes
	14. Amend	Yes	Yes	Yes	Majority	Yes
	15. Postpone Indefinitely	Yes	Yes	No	Majority	Yes
Main	16. Main Motion	Yes	Yes	Yes	Majority	Yes
Other	17. Take from the Table	Yes	No	No	Majority	No
	18. Reconsider	Yes	Yes	No	Majority	No
	19. Rescind	Yes	Yes	Yes	2/3	No

ORDER OF PRECEDENCE OF MOTIONS



Job 7: Becoming a Chapter Leader.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list qualities of a good leader.
2. to demonstrate proper social, communication and leadership skills.
3. to list opportunities for developing leadership.

Guide Questions:

1. How do you define leadership?
2. How do you develop the qualities that make you a good leader?
3. What skills are needed to become a good leader?

References:

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Vocational Agriculture II. Oklahoma State Board of Vocational and Technical Education, Stillwater, Oklahoma, 1971.

Interest Approach: Have the students name several people in the community who they consider to be leaders. Ask for some of the qualities that these persons have that make them leaders. Point out such things as communication skills, dressing properly, being polite and friendly, working with other people, etc.

Key Facts:

I. Defining Leadership.

A. The combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow.

B. The ability and readiness to inspire, direct, or otherwise influence the actions of others.

C. Said to be "the cement unifying men for cooperative action in order to achieve given objectives."

D. Guidance.

1. Leaders show the way, help us find the path.

2. Leaders take time to explain.

3. Leaders help others who are stuck with a problem.

II. Steps in Becoming a Good Leader.

A. Study the qualities of a good leader; much can be learned through watching and evaluating others.

B. Evaluate the strong and weak points of yourself.

C. Become a good follower; you must be able to follow before you can lead.

D. Set your goals as a leader, be realistic but set them high to challenge yourself.

E. Begin developing the skills needed in a leadership role.

F. Practice skills and accept new responsibilities; leaders are made, not born.

III. Skills Needed to be a Good Leader.

A. Social skills.

1. Look your best.

a. Be clean.
b. Be neat.
c. Be considerate of others.
d. Use good taste.

2. Meeting new friends.

a. Look new acquaintance in the eye.
b. Wait for a lady to extend her hand first.
c. Give a firm handshake.
d. Don't do all the talking.
e. Use and remember the person's name.

3. Eating out.

a. Wait until everyone is served before beginning to eat.
b. Use utensils from outside towards plate.
c. Use napkin.
d. Eat quietly, keep mouth closed when eating.
e. 15% of the cost of the meal is considered an adequate tip.

4. Tying a tie or scarf.

(Note: See page 71 of the Student Handbook.)

a. Windsor knot works better with a thinner tie.
b. Half-Windsor should be used with a wider tie.
c. Longer scarf needed to start from the front.

5. Being a guest.

a. Treat others' belongings with care.
b. Don't be a freeloader.

B. Communication skills.

1. Use proper introductions.

2. Be a good listener.

3. Use the telephone properly.

a. Answer politely.
b. State the name of the business or residence when answering.
c. Don't tie up others' time with unnecessary or idle talk.

4. Writing letters.

a. Use proper grammar.
b. Answer letters promptly.

5. Group discussion.

a. Easiest to start in smaller groups.
b. Practice, jot down notes, or at least organize your thoughts before speaking.

C. Leadership skills.

1. Attend leadership workshops and retreats.

2. Committee work.

a. Good way to begin developing skills is by volunteering for a committee.
b. Chairing a committee requires greater skills but also develops greater skills.

3. Become an officer.

4. Advanced leadership.

a. State and national leadership conferences and camps.
b. District, state, regional and national offices.
c. Other organizations.

Student Learning Activities:

1. Students should complete checklist on pages 75-77 of the Student Handbook.

2. Have students practice tying ties and scarfs as illustrated on page 71 of the Student Handbook.

3. Have the students write some sort of short letter such as a thank you or an invitation to a banquet or meeting. Select the best ones and send them.

4. Have students practice proper introductions.

5. Have students complete the Personality Self-Rating Scale. (Worksheet provided.)

Worksheet #1

PERSONALITY SELF-RATING SCALE

Circle the appropriate number following each trait. Four is outstanding, three is above average, two is average, one is poor. Total your score on the following page.

1.	Do I maintain a well-groomed appearance?	1	2	3	4
2.	Do I have a pleasing voice?	1	2	3	4
3.	Is my posture alert and poised?	1	2	3	4
4.	Is my disposition cheerful?	1	2	3	4
5.	Do I make friends easily?	1	2	3	4
6.	Do I exert a positive leadership?	1	2	3	4
7.	Am I generally thoughtful of the feelings of others?	1	2	3	4
8.	Is my enthusiasm sincere and contagious?	1	2	3	4
9.	Do I persevere until I achieve success?	1	2	3	4
10.	Am I sincere in my interest in other people?	1	2	3	4
11.	Am I ambitious to get ahead?	1	2	3	4
12.	Do I get along well with others?	1	2	3	4
13.	Do I react constructively to criticism?	1	2	3	4
14.	Do I remember names and faces?	1	2	3	4
15.	Am I punctual on all occasions?	1	2	3	4
16.	Do I have and evidence a spirit of cooperation?	1	2	3	4
17.	Am I free from prejudice?	1	2	3	4
18.	Do I know how people react in most situations?	1	2	3	4
19.	Am I generally a good listener?	1	2	3	4
20.	Do I refuse to be hurt by what other people say?	1	2	3	4
21.	Can I criticize without giving offense?	1	2	3	4

22.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
23.	Do I enjoy being part of a group?	1	2	3	4
24.	Am I reliable?	1	2	3	4
25.	Can I adapt myself to all situations?	1	2	3	4
26.	Am I easily discouraged?	1	2	3	4
27.	Do I apply myself to the problems of each day?	1	2	3	4
28.	Can I make a decision quickly and accurately?	1	2	3	4
29.	Am I loyal to my superiors and associates?	1	2	3	4
30.	Do I try to get the other fellow's point of view?	1	2	3	4
31.	Am I neat and clean in my work as well as my personal appearance?	1	2	3	4
32.	Do I know where I make my mistakes, and do I admit them?	1	2	3	4
33.	Am I looking for opportunities to serve others better?	1	2	3	4
34.	Am I following a systematic plan for improvement and advancement?	1	2	3	4
35.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
36.	Am I playing the game of life honestly and fairly with myself, my fellow members, and others with whom I work?	1	2	3	4

TOTAL SCORE _____

Source: Vocational Agriculture II. Oklahoma Board of Vocational and Technical Education, Stillwater, Oklahoma, 1971.

Job 8: Recognizing Opportunities for Degrees, Contests and Awards.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list awards available to compete for in the FFA.
2. to understand the requirements needed to win those awards.
3. to list contests available in which members can compete.
4. to understand the requirements of those contests.
5. to list the degrees of membership in the FFA.
6. to understand the requirements for those degrees.

Guide Questions:

1. What are the Star Degree Awards?
2. What other awards are available for FFA members?
3. What kinds of contests are held in the FFA?
4. What are the degrees of active membership?

References:

FFA Activity Handbook. National FFA Organization, Alexandria, Virginia.

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Interest Approach: Display trophy and ribbons won by students in judging contests and list names of students who have won honors in the FFA; or have a student who has won some type of award give a short talk on what he or she did and how it was important for them to begin preparing early.

Key Facts:

I. Star Degree Awards.

A. Star Greenhand.

1. Presented to the first year member who is most active in the chapter.

2. Must demonstrate leadership and have a strong SOE Program.

B. Star Chapter Farmer.

1. Presented to the chapter member who is involved in all phases of the chapter activities.

2. Has a strong SOE Program in production agriculture.

C. Star Chapter Agribusinessman.

1. Similar to Star Chapter Farmer.

2. SOE Program in agribusiness.

D. Star State Farmer.

1. State's top farmer.

2. Receives a $200 award.

E. Star State Agribusinessman.

1. State's top agribusinessman.

2. Receives a $200 award.

F. Star Farmer of America.

1. Top farmer in the nation.

2. Receives $1000, a plaque and medal.

3. Highest honor for a young farmer.

G. Star Agribusinessman of America.

1. Top agribusinessman in the nation.

2. Receives $1000, a plaque and medal.

3. Highest honor for a young agribusinessman.

II. Other Awards for FFA Members.

A. Public speaking.

1. Important to be able to communicate.

2. Different states have different kinds of contests.

a. Memorized.

1. Topic is selected and the speech written before the contest.
2. Should be from 6-8 minutes and memorized.

b. Extemporaneous.

1. Topic is selected at the contest.
2. Contestant has a few hours to prepare the speech.

3. Chapter winners advance to district, state and then to national.

4. Memorized speech is used at the national competition.

B. Achievement awards.

1. Related to courses in Vocational Agriculture.

2. Earned by completing a checklist available from the instructor.

(Note: See FFA Activity Handbook for checklists.)

3. Areas.

a. Animal production.
b. Ornamental horticulture.
c. Ranch work.
d. Meat processing.
e. Agricultural mechanics.
f. Agribusiness management.
g. Conservation.
h. Floriculture.
i. Plant production.
j. Welding.

C. Proficiency awards.

1. Relate to SOE Program.

2. Local, district, state, regional and national competition.

3. State winners receive $100, regional and national winners may receive up to $500.

4. Areas.

a. Agricultural electrification.
b. Agricultural mechanics.
c. Agricultural processing.
d. Agricultural sales and/or service.

e. Beef production.
f. Crop production.
g. Dairy production.
h. Diversified livestock production.
i. Fish and wildlife management.
j. Floriculture.
k. Forest management.
l. Fruit and/or vegetable production.
m. Home and farmstead improvement.
n. Horse proficiency.
o. Nursery operation.
p. Outdoor recreation.
q. Placement in agricultural production.
r. Poultry production.
s. Sheep production.
t. Soil and water management.
u. Swine production.
v. Turf and landscape management.

III. Contests in the FFA.

A. Reason for contests.

1. Natural outgrowth of the instructional program.

2. Makes classes more interesting.

3. Incentive to do good work.

B. Agricultural Mechanics Contest - both basic and advanced.

1. Basic and advanced competition.

2. Includes various skills.

a. Arc and oxyacetylene welding.
b. Hot and cold metal work.
c. Plumbing and pipe fitting.
d. Carpentry construction.
e. Concrete construction.
f. Masonry.
g. Electricity.
h. Fence construction.
i. Soil and water management.
j. Agricultural power and machinery.

C. Dairy Cattle Judging Contest.

1. Select quality dairy cattle.

2. Give reasons for selection.

D. Farm Business Management Contest.

1. Apply sound business management practices.

2. Understand record keeping systems and analysis.

E. Horticulture Contest.

1. Identification of plants.

2. Knowledge of growing practices.

F. Livestock Judging Contest.

1. Selecting quality beef, swine and sheep.

2. Give reasons for selection.

G. Meats Contest.

1. Identifying wholesale and retail cuts of beef, pork and lamb.

2. Grading meat.

H. Milk Quality and Dairy Foods Contest.

1. Identify milk and cheese flavors.

2. Identify flaws in milking equipment.

I. Poultry Judging Contest.

1. Select quality poultry.

2. Select quality eggs.

IV. Degrees in the FFA.

A. Greenhand Degree (discussed earlier).

B. Chapter Farmer Degree.

1. Second and highest degree which a local chapter can award.

2. Also called the Chapter FFA Degree.

3. Requirements for the Chapter Farmer Degree.

a. Received the Greenhand Degree.
b. Completed at least one semester of agriculture.
c. Have an improved SOE Program.
d. Be regularly enrolled in a Vo-Ag class.

e. Have a knowledge of local constitution and program of activities.
f. Participate in at least three local activities.
g. Earned $50 by your own efforts from your SOE Program or worked 50 hours.
h. Lead a group discussion for 15 minutes.
i. Demonstrate five parliamentary procedure abilities.
j. Demonstrate progress toward an Agricultural Proficiency Award at the local level.
k. Have a satisfactory grade in an agriculture class.
l. Meet other chapter and/or state requirements.
m. Make application for the degree.

C. State Farmer Degree.

1. Awarded to the top 3 percent of the state's membership.

2. Requires good records and active participation.

D. American Farmer Degree.

1. Less than 2 members out of every 1000 achieve the award.

2. Received after leaving high school.

3. Highest degree available to FFA members.

Student Learning Activities:

1. Have the students select a contest area on page 103 of the Student Handbook and prepare a short report on the skills needed and other aspects of the contest.

2. Have members from the chapter's judging team give a short talk on the contest and how they prepared for it.

3. Have a Chapter Farmer, State Farmer, or American Farmer explain their accomplishments.

4. Show film: Stars Over America (any year), Venard Films Ltd., Peoria, Illinois 61601.

5. Have students check interest survey on proficiency awards on pages 84-95 of the Student Handbook.

6. Have students review requirement for the Chapter Farmer Degree on page 110 of the Student Handbook.

7. Have the students list any other local and state awards on page 95 of the Student Handbook.

Job 9: Earning Advanced Degrees in the FFA.

Objectives:

The objective of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list opportunities for advancement in the FFA.
2. to understand the function and requirements of these opportunities.
3. to list requirements for receiving the State and American Farmer Degrees.

Guide Questions:

1. What are some opportunities for advanced leadership development in the FFA?
2. What are the two highest degrees available for FFA members?

References:

Chapter Guide to FFA Activities. National FFA Organization, Alexandria, Virginia.

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Interest Approach: Review the requirements for the Chapter Farmer Degree by going through the checklist in chapter 8, pages 106 - 110 of the Student Handbook.

Key Facts:

I. Opportunities for Advancement in the FFA.

A. Fairs and shows.

1. Many have special FFA divisions.
2. May show livestock, display crops, horticultural or agricultural mechanics projects.
3. Ribbons, plaques, trophies and cash awards can be won.
4. Various skills learned.

a. Responsibilities of preparing and caring for exhibits.
b. Showmanship and judging skills.

c. Working with adults and other students.
d. Be away from home and manage your time and activities.

5. Fairs and shows in North Dakota.

a. North Dakota State Fair in Minot.
b. North Dakota Winter Show at Valley City.
c. Red River Valley State Fair.
d. National Durum Show at Langdon.
e. Hard Red Spring Wheat Show at Williston.
f. Little International at Fargo.
g. State and National FFA Conventions.
h. Many county and local fairs and shows.

1.
2.
3.
4.

B. State FFA camps and leadership conferences.

1. Give chapter members and officers help in public speaking and working with others.

2. Good chance to meet other chapter leaders.

3. Camps and conferences in North Dakota.

a.
b.
c.

C. Washington Conference.

1. Leadership training program.

2. Several week-long sessions during the summer.

3. Attended by 120-150 members from all over the nation.

4. Develops skills to make better members and officers.

C. State Convention.

1. Held in early June at NDSU in Fargo.

2. Many state contests held.

a. Creed contest.
b. Public speaking.
c. Demonstration.
d. Quiz contest.
e. Officers' books.

f. Sweetheart.
g. Agricultural mechancis contest.
h. Livestock, meats, and dairy judging.
i. Showmanship.
j. Horticulture.
k. Dairy foods.

3. Each chapter's delegates help make decisions affecting the state association.

4. State officers are elected.

5. Recognizes accomplishments of many top members.

6. Other activities.

a. State band and chorus.
b. Entertainment.
c. Sports events.

D. State and National Offices.

1. Must hold State Farmer Degree to run for state office.

2. National officer candidates are nominated by states.

a. Must hold American Farmer Degree.
b. Can only nominate one candidate per state.

3. Only six national officers elected, highest elected office for member to hold.

E. National Convention.

1. Held in Kansas City, Mo. in November in conjunction with the American Royal.

2. State delegates conduct business of the National Organization.

3. National officers are elected.

4. Recognizes accomplishments of many of the top members in the nation.

5. Many activities.

a. 8 national contests.
b. FFA talent show.
c. FFA career show.

F. Band, chorus, and talent.

1. Could be local, state or national level.

2. Advisor has application forms for state competition.

G. National FFA Week.

1. Opportunity to publicize FFA activities and contributions.

a. Banquets.
b. Open houses.
c. Special programs.
d. Newspaper stories.
e. Radio shows.
f. Television programs.

2. Held during the week of Washington's Birthday.

H. Food for America.

1. Program for FFA members to explain food production and processing to elementary students.

2. Good opportunity to work with other organizations in the community.

3. Chapter Guide to FFA Activities gives ideas about how to establish and operate a program.

I. National Chapter Awards.

1. Chapters are compared with others in the nation.

2. Includes all activities, awards, and accomplishments.

J. Building Our American Communities (BOAC).

1. Program to provide community service.

2. Should be an ongoing program rather than a series of unrelated projects.

3. Work with community leaders and organizations.

K. Safety.

1. Program to promote safety in school and community.

2. Variety of activities.

a. Safety demonstrations and education.
b. Safety checks or surveys.
c. Identifying and eliminating safety hazards.

L. International. (Work Experience Abroad)

1. May be placed in a foreign country of your choice for 3 months to a year.

2. Could also host another student.

3. Must apply and be accepted.

II. State and American Farmer Degrees.

A. State Farmer Degree.

1. Maximum of 3 percent of the state's membership.

2. Increases competition for the degree.

3. Minimum requirements.

a. Received Chapter Farmer Degree.
b. Active member for at least two years.
c. Two years in Vocational Agriculture or two years of high school and an SOE Program if out of high school.
d. Earned and invested $500 from SOE Program or worked 600 hours.
e. Demonstrate leadership ability.

1. Perform 10 parliamentary procedure abilities.
2. Give 5 minute speech.
3. Serve as an officer, committee chairman or on a major committee.

f. Have a satisfactory scholastic record.
g. Participate in the planning and completion of the chapter program of activities.
h. Participate in 5 activities above the chapter level.
i. Other state requirements.

1.
2.
3.

4. Application should be neat, thorough, and exact.

5. State Star Farmer and Agribusinessman selected from top applicants.

B. American Farmer Degree.

1. Highest degree for member to attain.

2. Less than 2 members out of 1000 receive the degree.

3. Minimum requirements.

   a. Received State Farmer Degree.
   b. Record of satisfactory participation in local and state activities.
   c. Three years of Vocational Agriculture or a complete program.
   d. Have been out of school for at least 12 months prior to the convention at which the degree is granted.
   e. Operating an outstanding SOE Program.
   f. Earned and invested $1000 from SOE Program.
   g. Show outstanding ability in leadership and cooperation in school, chapter and community activities.
   h. Have a satisfactory scholarship record.

4. Star Farmer and Star Agribusinessman of America chosen from applicants.

Student Learning Activities:

1. Have the students complete the checklist for Chapter Farmer on pages 106 - 110 of the Student Handbook and submit application for the degree found on pages 155 and 156.

2. Have older members give a talk on past accomplishments of the chapter and themselves.

3. Have students look into and discuss possible activities for National FFA Week, Food for America, Building Our American Communities and Safety.

4. Show film: The Game Plan: BOAC. Venard Films Ltd., Peoria, Illinois.

Job 10: Understanding the National FFA Organization.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to understand how the local chapter is organized.
2. to understand how the state organization is governed.
3. to understand how the national organization is governed.
4. to list officers of the state and national organization.
5. to list state and national advisors and directors.
6. to understand the functions of the National FFA Center.

Guide Questions:

1. How is the National FFA Organization governed?
2. What services are provided by the National FFA Center?

References:

Official FFA Manual. Future Farmers of America, Alexandria, Virginia, 1978.

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

The New FFA - Flexible - Relevant. North Dakota State Board for Vocational Education, Bismarck, North Dakota.

Interest Approach: Several years ago a fellow by the name of Rocky Pebbles attempted to form an organization called the National Association of Rock Watchers. The organization didn't get "off the ground" because he didn't formulate common goals, and couldn't get people to serve as officers. In order for an organization to grow, it needs to be properly structured. Members of an organization should know and understand the structure of their organization.

Key Facts:

I. Structure of the National FFA Organization. (Transparency 1)

A. Local Chapter.

1. Composed of chapter members.

2. May be subdivided by mini-chapters.

3. Headed by the Chapter Executive Committee.

   a. Chapter officers.
   b. Standing committee chairmen.
   c. Alumni officers.
   d. Chapter advisor.

4. Executive committee receives guidance from the advisory committee and school administration.

5. Chapter elects delegates to represent them at the state convention.

B. State Association.

1. State is divided into regions, which are subdivided into districts.

2. Chapter delegates carry out legislation.

3. Delegates also elect state officers.

   a. President.
   b. Secretary.
   c. One vice-president from each region.

4. Governed by State Executive Committee.

   a. State officers.
   b. State advisor and executive secretary.

5. State Executive Committee selects delegates to National Convention, usually state president and secretary.

C. National Organization.

1. Divided into 4 regions.

2. State delegates carry out legislation.

3. Delegates also elect National Officers.

   a. President.
   b. Secretary.
   c. One vice-president from each region.

4. Governed by the National Board of Directors.

   a. National Advisor.
   b. 4 regional representatives from Agricultural Education.
   c. One state supervisor from each region.

5. Board of directors receives suggestions, ideas and advice from many sources.

   a. State delegates.
   b. National officers.
   c. FFA Executive Secretary.
   d. National Treasurer.
   e. National FFA Alumni Association.
   f. Teacher and Teacher Educator Consultants.

6. Board sets policy and gives direction to the total FFA program.

II. National FFA Center.

A. Program division.

1. Coordinates National Convention.

   a. Arranges for facilities.
   b. Sets schedules.
   c. Organizes award presentations.
   d. Arranges speakers.
   e. Many other.

2. Coordinates leadership activities.

   a. Regional conferences.
   b. Washington conference.
   c. National officer schedules.

3. Manages FFA Foundation Incentive Award Programs.

   a. Proficiency awards.
   b. National Chapter awards.
   c. BOAC.
   d. Safety awards.

4. Manages many of the contests at National Convention.

5. Directs international programs.

6. Coordinates FFA public relations.

B. National FFA Supply Service.

1. Supply merchandise to chapters and members.

2. Wide variety of articles from jackets and jewelry to notebooks and road signs.

C. National Future Farmer Magazine.

1. Published once every two months.

2. Sent to all members as part of dues.

3. Members can submit news articles or suggestions for articles to the editor.

4. Also publishes the FFA Calendar, available through the FFA Supply Service.

D. National FFA Alumni Association.

1. Established in 1971.

2. Aids local alumni chapters.

E. National FFA Foundation.

1. Consists of hundreds of sponsors who make annual contributions.

2. Sponsors may be business and industrial firms, organizations, and individuals.

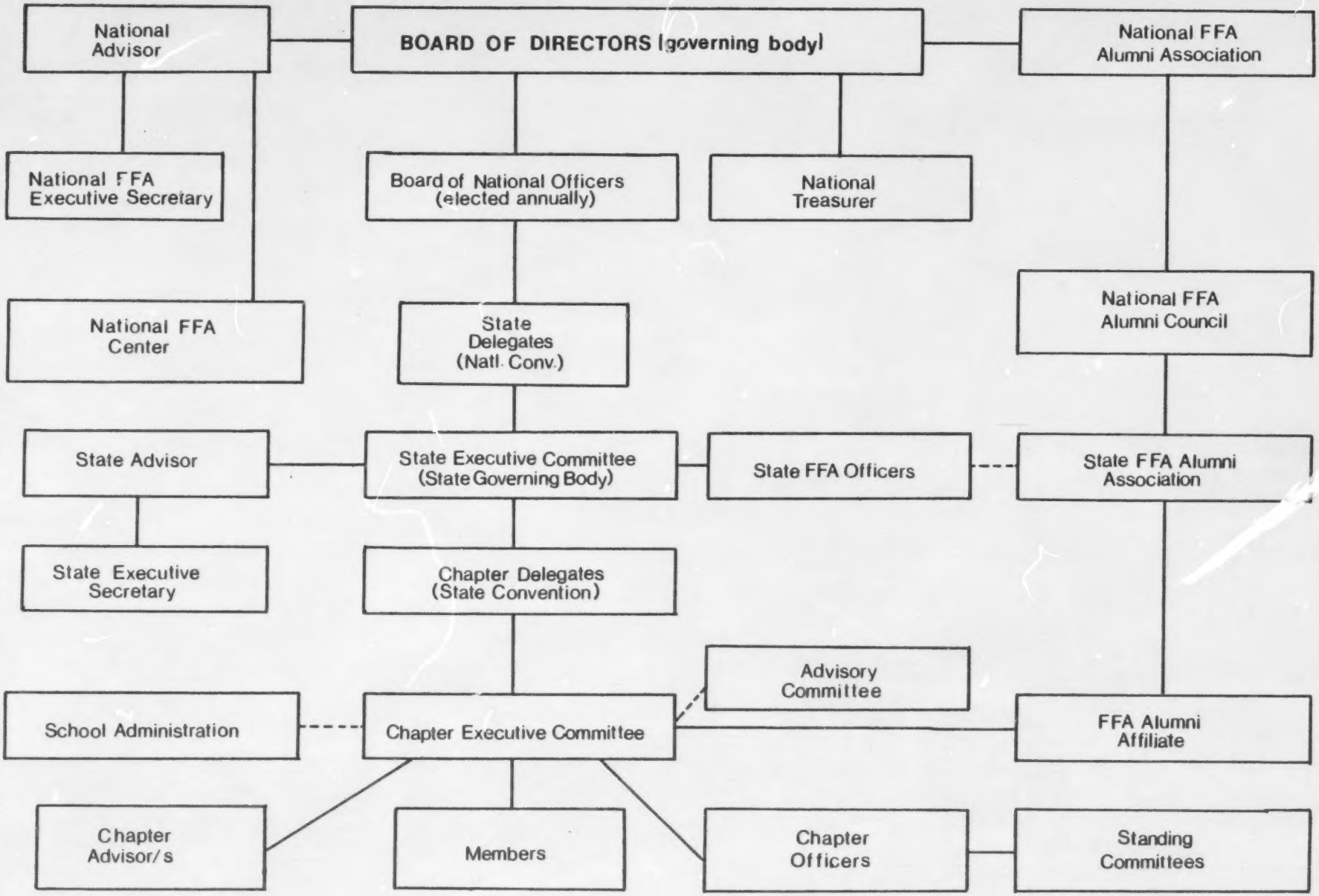
3. Contributions used for FFA member awards.

4. Managed by a 19 member Board of Trustees elected by the Foundation.

Student Learning Activities:

1. Show slide tape series: The New FFA - Flexible - Relevant. North Dakota State Board for Vocational Education, Bismarck, North Dakota.

CHART OF ORGANIZATION FUTURE FARMERS OF AMERICA



Job 11: Using Parliamentary Procedure.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to know the kinds of motions.
2. to determine precedence of motions.
3. to understand how and when different motions should be used.

Guide Questions:

1. What are the different kinds of motions?
2. What is the precedence of these motions?
3. How are each of the motions used?

References:

Gray, Jarrell D. and J. R. Jackson. Leadership Training and Parliamentary Procedure for FFA. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1958.

Student Handbook. National FFA Organization, Alexandria, Virginia, 1977.

Wall, Stanley. A More Effective FFA. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969.

Robert, General Henry M. Robert's Rules of Order Revised. Glenview, Illinois: Scott, Foresman and Company, 1951.

Interest Approach: This job should begin with a review of parliamentary procedure from Vo Ag I. This could be accomplished by a contest or demonstration of parliamentary procedure.

Key Facts:

(Note: Information from Job 6 may be used in supplement.)

I. Kinds of Motions.

A. Main motions.

1. Presents some type of action.
2. Can consider only one at a time.

B. Subsidiary motions.

1. Used to modify or dispose of a main motion.

2. Include the following:

a. Postpone indefinitely.
b. Amend.
c. Refer to committee.
d. Postpone definitely.
e. Previous question.
f. Lay on the table.

C. Incidental motions.

1. Answers questions resulting from discussion, procedures used, and voting.

2. Dealt with immediately.

3. Includes the following:

a. Point of order.
b. Appeal decision of the chair.
c. Suspend the rules.
d. Division of the house.
e. Parliamentary inquiry.
f. Withdraw a motion.

D. Privileged motions.

1. Motions which take precedence over all others.

2. Acted on at once.

3. Not usually needed if meeting is well planned.

4. Includes the following:

a. Call for orders of the day.
b. Question of privilege.
c. Adjournment.

E. Unclassified motions.

1. Also called specific main motions.

2. Handled in same manner as main motions.

3. Includes the following:

a. Take from the table.
b. Reconsider.
c. Rescind.

II. Order of Precedence. (in ascending order)

A. Unclassified motions are considered the same as main motions.

1. Only one can be under consideration at a time.

2. Must be consistent with agenda.

B. Subsidiary motions are ranked also.

1. Postpone indefinitely.

2. Amend.

3. Refer to committee.

4. Postpone definitely.

5. Previous question.

6. Lay on the table.

C. Incidental motions have no rank among themselves as they are dealt with immediately.

D. Privileged motions can be made at any time.

(Note: Since incidental motions are dealt with immediately, they in effect rank equally with privileged motions.)

III. Use of Motions. (Transparency 1)

(Note: Only additional information to Job 6 will be covered here.)

A. Main motions.

1. All other motions relate directly or indirectly to the main motion on the floor.

2. Adopting a report is treated the same as a main motion.

B. Postpone indefinitely.

1. Used to get rid of a motion without actually voting on it.

2. Also gives indication of the likeliness the motion will pass.

C. Amend.

1. Not debatable if the motion to be amended is not debatable.

2. Additions must be made at the end of the motion.

3. Words being struck out must be consecutive.

4. Motion may also be amended with no vote if maker of original motion says, "I accept the amendment," and no one objects.

D. Postpone definitely.

1. Used to delay action on motion, usually to save time.

2. Automatically on agenda for next meeting.

E. Previous question can be called for both pending motion and amendments by calling for previous question on all pending questions.

F. Lay on the table.

1. Used to get to more pressing items of business.

2. Can also give members time to think about motion and form decisions.

3. Must be brought up again at same or next meeting.

4. Taking from table brings motion back in same form.

G. Request for information - can ask questions of a specific person or the group in general.

H. Call for division of the house must be made before another item of business is brought up.

I. Appeal decision of the chair.

1. Used to keep chair from becoming a dictator.

2. A tie vote sustains the chair, majority needed to overrule.

3. Must follow the decision, cannot be brought up at a later time.

J. Call for orders of the day.

1. Used to keep meeting from straying from the agenda or order of business.

2. In the case of a special meeting, can be used to get to the purpose of the meeting.

K. Adjourn.

1. Business which was being discussed at the time of adjournment is taken up as first item at the next meeting.

2. If motion to adjourn is qualified, it is no longer privileged, but treated as a main motion.

L. Reconsider.

1. Must be done at the same or next meeting.

2. Must be made by member who voted on the majority side.

M. Rescind is used when the motion was more than one meeting prior.

Student Learning Activities:

1. Have students complete the enclosed worksheet on the use of motions. Tell them to answer yes or no in each blank except under the column "VOTE REQUIRED", where they should answer either 2/3, majority, or none. The correct answers are found on Transparency 1.

2. Hold a mock meeting and attempt to use as many motions as possible. The main motions could be something humorous or ridiculous to add interest and fun.

3. A chapter parliamentary contest could be conducted with each Vo-Ag class or mini-chapter competing against each other. Alumni members could serve as judges.

MOTION	CAN INTERRUPT	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED	CAN BE RECONSIDERED
ADJOURN						
QUESTION OF PRIVILEGE						
CALL FOR ORDERS OF THE DAY						
POINT OF ORDER						
APPEAL						
SUSPEND THE RULES						
DIVISION OF THE HOUSE						
PARLIAMENTARY INQUIRY						
REQUEST FOR INFORMATION						
WITHDRAW A MOTION						
LAY ON THE TABLE						
PREVIOUS QUESTION						
POSTPONE INDEFINITELY						
LIMIT DEBATE						
REFER TO A COMMITTEE						
AMEND AN AMENDMENT						
AMEND A MOTION						
POSTPONE INDEFINITELY						
MAIN MOTION						
TAKE FROM THE TABLE						
RECONSIDER						
RESCIND						
ADOPT A REPORT						
MAKE A NOMINATION						
CLOSE NOMINATIONS						
REOPEN NOMINATIONS						

MOTION	CAN INTERRUPT	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED	CAN BE RECONSIDERED
ADJOURN	NO	YES	NO	NO	MAJORITY	NO
QUESTION OF PRIVILEGE	YES	NO	NO	NO	NONE	NO
CALL FOR ORDERS OF THE DAY	YES	NO	NO	NO	MAJORITY	NO
POINT OF ORDER	YES	NO	NO	NO	NONE	NO
APPEAL	YES	YES	YES	NO	MAJORITY	YES
SUSPEND THE RULES	NO	YES	NO	NO	2/3	NO
DIVISION OF THE HOUSE	YES	NO	NO	NO	NONE	NO
PARLIAMENTARY INQUIRY	YES	NO	NO	NO	NONE	NO
REQUEST FOR INFORMATION	YES	NO	NO	NO	NONE	NO
WITHDRAW A MOTION	NO	NO	NO	NO	MAJORITY	*
LAY ON THE TABLE	NO	YES	NO	NO	MAJORITY	YES
PREVIOUS QUESTION	NO	YES	NO	NO	2/3	YES
POSTPONE INDEFINITELY	NO	YES	YES	YES	MAJORITY	YES
LIMIT DEBATE	NO	YES	NO	NO	2/3	YES
REFER TO A COMMITTEE	NO	YES	YES	YES	MAJORITY	YES
AMEND AN AMENDMENT	NO	YES	YES	NO	MAJORITY	YES
AMEND A MOTION	NO	YES	YES	YES	MAJORITY	YES
POSTPONE INDEFINITELY	NO	YES	YES	NO	MAJORITY	YES
MAIN MOTION	NO	YES	YES	YES	MAJORITY	YES
TAKE FROM THE TABLE	NO	YES	NO	NO	MAJORITY	NO
RECONSIDER	NO	YES	YES	NO	MAJORITY	NO
RESCIND	NO	YES	YES	NO	2/3	*
ADOPT A REPORT	NO	YES	YES	YES	MAJORITY	YES
MAKE A NOMINATION	NO	NO	NO	NO	MAJORITY	NO
CLOSE NOMINATIONS	NO	YES	NO	YES	2/3	NO
REOPEN NOMINATIONS	NO	YES	NO	YES	MAJORITY	*

* AN AFFIRMATIVE VOTE CANNOT BE RECONSIDERED

Job 12: Presiding Over Meetings, Banquets, Committees, and Other Functions.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list kinds of meetings and their use.
2. to understand general rules for all meetings.
3. to act as leader of a discussion.
4. to act as chairman of a committee.
5. to preside over a meeting.
6. to preside over a banquet.

Guide Questions:

1. What are the different kinds of meetings?
2. What are some general rules for presiding over meetings?
3. How does one lead a discussion?
4. What are the responsibilities of a chairman of a committee?
5. What are the responsibilities of the presiding officer in a formal business meeting?
6. How does one preside over a banquet?

References:

Bender, Ralph E. et al. The FFA And You. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1979.

Sutherland, Sidney S. When You Preside. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1962.

Wall, Stanley. A More Effective FFA. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969.

Brilhart, John K. Effective Group Discussion. Dubuque, Iowa: Wm. C . Brown Company Publishers, 1978.

Interest Approach: Ask how many of the students feel capable of presiding over an FFA meeting, minichapter meeting, or a class meeting. Then ask how many would feel capable of presiding over the North Dakota House or Senate. Explain that they both are very similar and that all types of meetings have much in common.

Key Facts:

I. Kinds of Meetings.

A. Problem solving -- meetings where the group discusses problems.

1. Round table discussion.

a. Group of people with similar problems.
b. Usually between 12 and 25 people.
c. Group should face each other.

2. Business conference.

a. Similar to round table discussion.
b. Group is composed of employees, leader is the boss or supervisor.

3. Formal business meeting.

a. Used to transact and record business.
b. Uses parliamentary procedure.
c. Can include almost any number of people.
d. FFA meetings are formal business meetings.

4. Workshops.

a. Similar to round table discussion.

1. Involves larger numbers.
2. Lasts longer.

b. Large group usually divided down into smaller groups each discussing different problems.

B. Informative - information is presented by one or more experts.

1. Panel.

a. Similar to round table discussion.
b. Several experts discuss topic while an audience looks on.
c. Following the discussion, the audience usually asks questions.

2. Symposium.

a. Several experts present short lecture on topic.
b. Followed by discussion and questions.

3. Forum.

   a. One person gives lecture.
   b. Audience asks questions afterwards.

4. Conference.

   a. Usually longer and involves more people.
   b. Usually includes several of the above types of meetings.

II. General Rules for All Meetings.

A. Must have reason to meet.

1. Problem solving or informative.

2. Problem or information must be of enough importance to justify meeting.

B. Must have attendance.

1. Meeting must be properly advertised.

   a. Tell when, where, why, and who.
   b. Must reach all who should attend.

2. Refreshments are appreciated at any meeting.

3. Poor attendance usually results in a poor meeting.

C. Start and finish meeting at proper time; if you make a habit of starting late, members will make a habit of showing up late.

D. Proper atmosphere important.

1. Should be friendly but serious.

2. An occasional laugh will make meeting go faster and break monotony.

3. Too much joking and meeting drags and nothing gets accomplished.

E. Meeting should be evaluated to determine results.

III. Discussion Groups.

A. Good discussions.

1. Informal and friendly.

2. Equal participation.

3. Accomplish something.

4. Gets participants working together.

5. Stimulates thinking.

6. Members are interested.

7. Checks up on itself.

B. Leading discussions.

1. Must take charge of making introductions.

a. Make them yourself.
b. Introduce yourself and have everyone follow.
c. Name tags may be helpful.
d. Good way to break the ice and get started.

2. Stimulate thinking and discussion.

a. Ask a general question of the group rather than making a comment.
Example - Can we afford that action with the high price of gasoline?
b. Ask specific questions of individuals to get them involved in the discussion.
c. Turn questions asked of you back to the group.
d. Avoid negative discussion, don't discourage anyone.

IV. Chairing Committees.

A. Types.

1. Fact finding.

2. Planning.

3. Work.

B. Committee meetings should function much like a discussion group.

1. Informal and friendly.

2. Equal participation.

3. Accomplish something.

4. Participants work together.

5. Stimulates thinking.

6. Members are interested.

7. Checks up on itself.

C. Duties of the chairman.

1. Must have clear understanding of the duty of the committee.

2. Work with the executive committee to assure proper direction.

3. Determine the major objective for each meeting and see that it is accomplished.

4. Give advance written notice of meetings including a prepared agenda.

5. Lead discussion.

6. Report progress.

7. Evaluate the committee's accomplishments and give final report.

V. Presiding Over Formal Business Meetings.

A. Responsibilities of the presiding officer.

1. Initiate business.

a. Duty of every member but final responsibility rests on the presiding officer.
b. Should meet with executive committee before the meeting.
c. Have secretary review minutes of previous meeting for any unfinished business.
d. Good way to initiate action is by asking questions.

1. Is there any discussion?
2. Are there any questions regarding the committee's report?
3. Is there any further business?
4. What are the wishes of the group concerning this matter?

2. Facilitate action on business.

a. Most important function.
b. Keep the meeting moving, make it easier to conduct business.
c. MUST know parliamentary procedure.

1. Enforce rules without delay, such as points of order, division of the house.

2. Use a parliamentarian to refer difficult problems to.

d. Avoid making long explanations or speeches.

1. It insults the members' intelligence.
2. Should be the last person to give facts if necessary.
3. If you do want to speak on a motion, give the vice president the chair.

e. Make use of the secretary.

1. Have list of unfinished business.
2. Take motions down as soon as made.
3. Assist in counting votes when needed.

f. Be alert.

1. Must be able to call on each member in turn.
2. Shy members may be harder to notice and might not volunteer discussion again.

g. Use your authority.

1. No one adds discussion without recognition.
2. Determine when to bring vote.
3. Decide immediately if vote passes or fails.
4. Use gavel forcefully and effectively.

h. Use general consent where appropriate.

1. Approving minutes and treasurer's report.
2. When the entire group is in favor.
3. Must ask if there are any objections.

3. Orient and guide group in conducting business.

a. Help the group to find the best solution.
b. Presiding officer should not dictate decisions to the group.
c. Again important to know parliamentary procedure.

1. Classification of motions.
2. Rank and order of precedence.
3. Vote required.

4. Encourage free discussion.

a. Discussion should follow motion, not vice-versa.
b. May ask members to put discussion in the form of a motion.
c. Should keep discussion balanced, for and against.

d. Everyone should have opportunity to speak once before anyone speaks twice.
e. Use buzz sessions in large groups when a difficult, complicated, or controversial problem arises.

1. Ask for a motion to discuss the problem informally in small groups.
2. Ask the members to divide into groups, 4-6, and discuss problem for a few minutes.
3. When discussion dies down, have each group report its ideas and solutions.

5. Summarize motions.

a. Clarify and restate the motion before voting.
b. Members should be certain of the consequences of a yes or no vote.
c. Might have to bring group to a decision in order to keep the meeting moving.
d. Ask members, "Are you ready for the question?"
e. Can use general consent if discussion has all been for or against motion.
f. FFA closing ceremonies should be modified when a motion to adjourn passes, starting instead with, "We are about to adjourn this meeting of the _____ Chapter..."

B. Selecting and utilizing committees.

1. Appoint only those who have a real interest in the assignment.

2. Don't overlook new members.

3. Should have representation from both sides of the issue but must be able to work as a team.

4. Outline the assignment to the chairman, make sure he thoroughly understands what needs to be done.

5. Let the chairman know the responsibility is entirely up to the committee, not the president or advisor.

6. Check progress with chairmen, but don't interfere with their work.

C. Committee and officer reports.

1. Any report which is a statement of fact should be received, not approved or accepted.
Example - treasurer's report.

2. Reports which involve recommendations or decisions should be approved or accepted.
Example - committee report to serve chicken at banquet.

3. Member giving report should ask that it be received or approved.

4. Can accept or receive by general consent.

VI. Banquets.

A. Objectives of parent-member banquets.

1. Acquaint parents and guests with the FFA.

2. Promote closer relationship.

3. Develop member leadership and cooperation.

4. Recognize outstanding membership and others for their accomplishments.

5. Provide friendly, educational, and social meeting.

6. Develop better understanding between school and community.

7. Opportunity to exhibit work of members.

8. Opportunity to discuss future plans.

B. Duties of presiding officer.

1. Should introduce head table and other special guests.

2. Must know schedule and give everyone cues.
Example - "We will now have a musical number by the band."

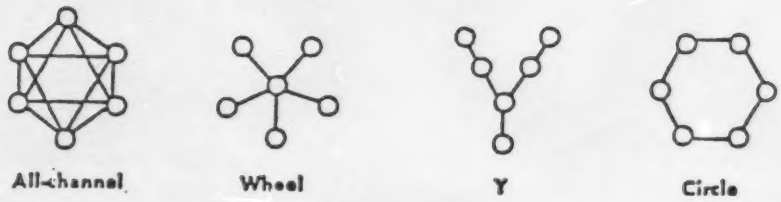
3. Don't drag out, making lots of unnecessary remarks or speeches.

4. Thank everyone for attending and for their support during the year.

Student Learning Activities:

1. Have students search magazines, newspapers, posters, etc. for notices of various meetings. Identify what kind each one is. Try to find at least one of each.

2. Divide the class into groups of five or six and put each group in a separate corner. Assign each group a communication pattern shown below. Students should talk only in a low whisper and only where lines indicate, except in the all-channel pattern. Give each student at least one part of one of the puzzles on the enclosed worksheet. Instruct the students to decipher the puzzle as quickly as possible. Keep track of which groups finish. If desired, change patterns and puzzles and repeat exercise. This exercise could also be used as an interest approach.



3. Begin the class in a group or groups of 10 to 15. Select a topic which will interest the students and have them discuss it in their groups. After a few minutes, split the groups up and start discussion again in smaller groups. Do this until groups are from 3 to 4 members. Then have each student determine what size group they felt most comfortable in and which one discussion was best as a group. Discuss the results and have the class make conclusions about group size and discussion.

4. Hand out the enclosed worksheet on making group decisions. Have students discuss and defend their rankings. Try to point out instances where each method might be best employed.

5. Hand out the Sargent and Miller Leadership Scale test. Score one point for each answer indicated below. A score of 10 means you are very democratic, a score of 0 means very autocratic. Indicate to the students that a score of 10 is not necessarily a perfect score. The scores are only an indication of what type of leader one might be.

   KEY:

1. a	2. b	3. b	4. a	5. b
6. b	7. b	8. a	9. a	10. a

6. Hand out one of the problems and have each student read the case and make their decisions. Next divide the class into groups of five or six. Each group must then reach a consensus decision. Students may have to establish criteria to base decisions on first. Then have each group report decisions and criteria used to make selection. The third problem may be too complex and could be used at some other time. Some possible criteria used for each problem may include:

   1. - contribute most to the workshop discussion.
      - worked hardest to earn the privilege.
      - has most potential to improve chapter.
      - has most potential to improve self.

2. - necessary for survival.
   - necessary for finding direction.
   - necessary for protection.
   - necessary for comfort.

3. - greatest contribution to society.
   - highest moral character.
   - greatest amount of dependence from family.
   - youngest or oldest.

After discussion, indicate that there is no best answer for any of the problems.

7. Have students decide on a current agriculturally related topic and hold a round table discussion or a symposium with several students preparing reports.

8. Have the class organize some type of informative meeting for the FFA Chapter, school, young farmer group, or community. Topics should be current and there must be a need for the information.

9. Divide the class into committees and assign some task of the chapter to each.

10. Hold a mock meeting with each student serving as presiding officer for a turn. Include officer and committee reports, and also an election. The presiding officer should try to stimulate discussion.

Note: Any of the group discussions could be recorded and played back to evaluate quality of discussion. Also some of these activities may be used for juniors and seniors.

Student Learning Activity #2

Divide the sentences and give at least one to each group member. The sentences may be divided other than indicated.

A GOOD GROUP | DISCUSSION SHOULD |
BE INFORMAL | AND FRIENDLY AND |
HAVE EQUAL | PARTICIPATION

COMMITTEE | CHAIRMEN SHOULD | TURN QUESTIONS
BACK TO | THE GROUP FOR | DISCUSSION

THE | PRESIDENT | MUST | ENFORCE RULES |
ACCURATELY AND | WITHOUT DELAY

IF THE MEETINGS | USUALLY START | LATE, MEMBERS |
WILL USUALLY | SHOW UP | LATE

Student Learning Activity #4

Rank the following ways of making decisions in a group from 1 (most preferred) to 7 (least preferred).

_____ A. Let the leader of the group decide because he/she should have the right to make the decision. After all, he/she has the responsibilities.

_____ B. Find out who is most expert on the topic, and let them decide what is best for the group.

_____ C. Decide by chance, such as flipping a coin, rolling a die, or drawing straws.

_____ D. Determine the average of what group members think.

_____ E. Wait it out. A decision will finally emerge, or maybe if you wait long enough a decision will not be necessary.

_____ F. Take a vote, and the majority rules. This is the American way to decide after the issues have been discussed.

_____ G. Keep talking until you can arrive at a basic agreement from everyone as to what the decision should be. Everyone should participate in discussion until all agree you have arrived at the best possible decision the group can reach.

Source: Brilhart, John K. Effective Group Discussion. Dubuque, Iowa: Wm. C. Brown Publishers, 1978.

Student Learning Activity #5

SARGENT AND MILLER LEADERSHIP SCALE

Read each pair of statements and place a mark in the one you believe to be of greater importance when leading a discussion or meeting. On reacting to the statements, observe the following rules:

1. Place your check marks clearly and carefully.
2. Do not omit any of the items.
3. Never check both of the items.
4. Do not look back and forth through the items; make each item a separate and independent judgment.
5. Your first impression, the immediate feelings about the statements, is what we want.

1. a. ____ To give everyone a chance to express his opinion.
   b. ____ To know what the group and its members are doing.

2. a. ____ To assign members to tasks so more can be accomplished.
   b. ____ To let the members reach a decision all by themselves.

3. a. ____ To know what the group and its members are doing.
   b. ____ To help the members see how the discussion is related to the purposes of the group.

4. a. ____ To assist the group in getting along well together.
   b. ____ To help the group to what you think is their best answer.

5. a. ____ To get the job done.
   b. ____ To let the members reach a decision all by themselves.

6. a. ____ To know what the group and its members are doing.
   b. ____ To let the members reach a decision all by themselves.

7. a. ____ To get the job done.
   b. ____ To assist the group in getting along well together.

8. a. ____ To help the members see how the discussion is related to the purposes of the group.
   b. ____ To assign members to tasks so more can be accomplished.

9. a. ____ To ask questions that will cause members to do more thinking.
   b. ____ To get the job done.

10. a. ____ To let the members reach a decision all by themselves.
    b. ____ To give new information when you feel the members are ready for it.

Source: Brilhart, John K. Effective Group Discussion. Dubuque, Iowa: Wm. C. Brown Publishers, 1978.

Student Learning Activity #6

Problem 1.

FFA WORKSHOP PROBLEM

The school administration has approved the attendance of three FFA members to attend a spring state workshop intended to improve local chapter operations. Six members have indicated a desire to attend. Your committee is in charge of determining which of the six may attend. Rank them from 1 to 6 in case ones selected are unable to attend.

____ John R., senior, President of the FFA and Student Council, holds State Farmer Degree, placed second in Regional Proficiency Awards, honor student. Will be attending a major college next year.

____ Dick A., junior, Vice President of the FFA, District Public Speaking winner, [illegible]esident elect of the FFA, has applied for State Farmer Degree, starter on the football and basketball team, A or B honor roll every quarter.

____ Dennis L., junior, served on several committees but never held office or chaired committee, not active in any other activities due to part-time job after school. Thinking about quitting school next year to work full time.

____ Tim K., sophomore, was appointed to a few committees last year but never served on them. Quit football team last year but was student manager for basketball team this year. Made B honor roll last quarter.

____ Gerald P., sophomore, served on several committees, not too good at planning but a hard worker. Tried out for football and basketball this year but was cut from squad. Is sort of shy and has hard time expressing himself.

____ Don M., freshman, district creed contest winner, youngest member of livestock judging team, member of band and chorus, made A and B honor rolls previously.

Problem 2

DESERT SURVIVAL PROBLEM

It is approximately 10 a.m. in mid-July and you have just crashlanded in the Sonora Desert in the southwestern United States. The light twin-engine plane, containing the bodies of the pilot and co-pilot has completely burned except for the airframe. None of the rest of you has been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sightings taken before you crashed indicated that you are 65 miles off the course and approximately 70 miles south-southwest from a mining camp, which is the nearest known habitation.

The immediate area is quite flat and, except for an occasional cactus, appears rather barren. The last weather report indicated that temperatures would reach 110 degrees. You are dressed in lightweight clothing--short-sleeved shirts, pants, socks, and street shoes. Everyone has a handkerchief. Collectively your pockets contain $85 in bills, $2.83 in change, and a ball-point pen.

Before the plane caught fire, your group was able to salvage the 14 items listed below. Your task is to rank these items according to their importance to your survival, starting with 1 as the most important and running through 14 as the least important. You may assume that the number of survivors is the same as the number of members in your group and that the group has agreed to stick together.

Ranking	Items
_____	Flashlight, four-battery size, with good batteries
_____	Jackknife
_____	Sectional air map of the area
_____	Magnetic compass
_____	First aid kit
_____	.45 caliber pistol (loaded)
_____	Parachute (red and white)
_____	Plastic raincoat (large size)
_____	Bottle of 1,000 salt tablets
_____	Two gallons of water
_____	Book entitled EDIBLE ANIMALS OF THE DESERT
_____	One pair of sunglasses per person
_____	One topcoat per person
_____	Cosmetic mirror

Source: Brilhart, John K. Effective Group Discussion. Dubuque, Iowa: Wm. C. Brown Publishers, 1978.

Student Learning Activity #6

Problem 3

THE KIDNEY MACHINE PROBLEM

Memorial Hospital in Memphis has a newly developed, world-famous kidney machine. It can preserve the lives of people suffering from a rare kidney disease which until just a few years ago was always fatal. Only a few can benefit from kidney transplant operations; finding a matching donor often takes far longer than the person can remain alive, and more often no matching donor is ever found. For those who can get on it, the machine can maintain life indefinitely.

The physicians of the Memorial Hospital staff can make an accurate prognosis of who will benefit from the machine, and they have a long list of people hoping to get on the machine who would benefit. The decision as to who gets on the machine (and so lives) and who does not is thus not a medical one. Memorial Hospital has appointed a voluntary panel of people to decide who shall be given this help when any vacancy opens up.

The panel meets in private, decides, and reports. They never meet the applicants nor see any pictures of them. The panelists are all strangers who see each other only when they meet as a group. Select the two who are to benefit from vacancies on the machine schedule.

_____ JAMES B. Caucasian, age 39. Holds M.D. degree, teaches and does research in medical school. Wife, 37. Son, age 15. Son, age 13. Daughter, age 11. Son, age 5, mentally retarded. Family income is $62,000 per year, entirely from earnings of James B.

James B. is working on a team in cancer research in which he seems highly involved. Colleagues report him to be a brilliant investigator, but somewhat hard to work with as he is volatile and impatient with others.

He and his wife have talked a lot about divorce, but they are keeping the marriage intact in the interest of the children. Parents apparently have little contact with each other. James B. is too busy, what with his work, Little League, Ecology League, Rotary, and activities of the John Birch Society (he is alleged to be working to oppose welfare medical programs).

Professionally, James has received numerous honors. The American Medical Association named him one of the ten most outstanding medical researchers in the United States.

_____ MARETHA W. Age 24. Black female. Occupation is outreach worker in a neighborhood community social service center. Divorced, with no children. Holds B.A. in Social Work. Income is $5,500 per year.

Maretha W. is a dedicated Black activist, using the name Selima X. She is in an auxiliary to the Black Panthers. She directs literacy training for young adults in her community, and spends much time trying to develop ethnic pride in Black children.

_____ CHARLES G. Caucasian, age 30. Self-employed owner of a public relations firm and a free-lance writer. Wife, age 21, employed as a nightclub entertainer. No children. B.S. degree in chemical engineering from famous university. Family income: approximately $1,000,000 per year, of which wife earns about $60,000.

Charles G. is a tough entrepreneur. After graduation from college, he started out as a human relations consultant to business firms, then rapidly built a public relations business into one of the largest in the entire South. He devotes much time to community problems, and presently serves as chairman of the state campaign against air and water pollution. Commercials he wrote and produced in this role are shown on TV stations all over the state. Mr. G. is regarded by his competitors as highly ethical and skillful.

He said that whether or not he is chosen he will contribute a sum equal to the cost of his care to one of the kidney machine foundations and will give free assistance to the foundations in fund raising.

_____ HENRY L. Caucasian, age 30. Insurance actuary. Wife, 29, is employed as secretary in the same company as Henry L. Son, age 6. The L's also support and care for Mrs. L's mother, who is bedridden. Holds B.B.A. from state university. Family income is $18,000 per year, $5,500 from wife, $600 social security for mother, and balance earned by Henry L.

Mr. L. seems very distressed about his role in life, describing in vivid detail his distaste for a nine-to-five job in a large insurance firm. He dreams of being a creative writer of short stories and poetry.

Mr. L. is very active in the work of a politicized Protestant church and worked in the last campaign for George Wallace.

NATHAN R. Caucasian, age 37. Rabbi for largest synagogue in the region. Holds B.A. and D.D. from Union Theological Seminary. Wife is 34, not employed. Two children, a boy of 9 and girl of 7. Wife is active in women's groups of the congregation and teaches in Hebrew school. She and children spent last summer in Israel (she is Israeli by birth) while Rabbi R. enrolled in graduate school of the local university. When Rabbi R. came to his present congregation eight years ago, it had 50 families. It now has 520, and recently dedicated a new synagogue which he helped design and for which he led the fund drive. Congregation regards him highly as spiritual leader, organizer, and builder. Recently gave him a life contract.

Mr. R. takes his illness as a matter of fact, expressing a fatalistic acceptance of it. He expressed a desire to see that those most "worth saving" be chosen. Rabbi R. appears exceptionally stable.

RICARDO M. Chicano, age 24. Occupied as dock hand. Illiterate in English. Mrs. M. is 18, unemployed. Daughter five months old. Neither parent has any formal schooling. Family income, approximately $3,400 per year. Mr. M. moved to the area six months ago, just before the baby was to be born. Before that, both parents had worked as migrant farm laborers. With the birth of the child he found a steady job.

Mr. M. hopes that he will be able to work for a long time, at least "til the baby is grown." But he is very pessimistic about the future, since he is unlearned and, in his opinion, not able to learn. He is very difficult to understand, a very limited command of spoken English. He believes that someone like him has little or no chance of being picked to get the services of the machine. He does appear devoted to his family, but to be little concerned about anything else.

LANA Y. Caucasian, female, age 34. Occupation, housewife. Husband, 38, works as bartender. Children include son, age 15. Son, age 13. Daughter, age 10. Daughter, age 9. Son, age 6. And son, age 2. Now about 5 months pregnant. Both she and husband have high school diplomas. Family income of $12,000 per year earned entirely by husband.

Mrs. Y. says that her goal is to be "an ideal Catholic mother." She is strongly against the women's liberation movement. She seems totally devoted to her children, and gives no indication of interests or activities outside her family and church. She is taking her illness badly, spending much time in bed although the physician's report indicates that this is not necessary. She has persuaded her mother-in-law to move in and help care for the children. She has great fears about how the family could get along without her. The grandmother is not very strong, so it would probably create great hardship for the family if she dies.

MERLIN F. Caucasian, male, age 19. Student in local university, a junior in philosophy. Father, 44, owns a small men's apparel store; mother has been dead four years. A sister of 14 and a brother of 10. No income. Father's income approximately $23,000. Merlin has been involved in several political-social demonstrations, and was jailed once for his participation in an anti-Nixon demonstration. Has excellent academic record, with a 3.92 average.

Mr. F. appears to be a very sincere young activist, a pacifist, deeply upset about the Watergate scandals. He expressed deep concerns abaout the plight of man, problems of inner-city residents, and the dilemmas of the Mid-East and Vietnam. He hopes to work for a graduate degree in philosophy and to work with young people. However, he is somewhat undecided about a career. He is engaged to a fellow student, whose father would like Merlin to shift into business administration and then join his company after graduation from college.

Mr. F. spends little time in the company of his father. He shows almost no interest in his brother or sister.

His professors characterize him as a superb student, one who could readily earn any degree. They like to work with him because of his intellect, but all characterize him as a bit pompous and humorless.

_____ WILLIE L. Black, male, age 31. Occupation, auto mechanic, but mostly just lubricates cars and changes oil. Withdrew from school in sixth grade, but later took vocational training with the local Manpower center. Wife, age 25, employed as legal secretary and has business school education. Son, age 5, in kindergarten. Family income $12,000, of which Mr. L. contributes $4,500 and Mrs. L. $7,500. Mr. L. is currently enrolled in night school, hoping to get enough skill and knowledge to open his own garage. He is involved in community betterment work, particularly with young people, and helps direct a recreation program at the community center. He is also a leader in his church, and the minister calls him "a good Christian and a good family man."

Mr. L. does not seem to realize the seriousness of his disease, or that the decision of the panel will be crucial to his survival. His intelligence appears limited, and it is unlikely he will rise much above his present position.

_____ ELIZABETH G. Caucasian, female, age 31. Executive secretary to president of large commercial enterprise. Holds B.S. in secretarial science with special training in legal stenography and computer operation. Single. Salary $18,000 per year. Miss G. is considered indispensible by her boss, and has a reputation for efficiency, intelligence, and dedication. She is a devoted professional, yet well liked by fellow employees for her personal warmth. She is active in charitable work, teaches on weekends in a Head-Start program in a ghetto neighborhood.

She has never been very interested in marriage. She dated while in high school, but has had no personal relationships with men since then. She appears very emotionally stable, and well adjusted to her disease; she shows no fear of dying. She has willed her body to the medical school. She said she would be willing to withdraw her application for a place on the kidney machine in order to reduce the "terrible judgment facing the panel."

Source: Brilhart, John K. Effective Group Discussion. Dubuque, Iowa: Wm. C. Brown Publishers, 1978.

Job 13: Preparing and Delivering Speeches and Demonstrations.

Objectives:

The objectives of this job shall be met at a level predetermined by the instructor. The manner in which they are evaluated shall also be determined by the instructor.

Upon completion of this job, the students shall be able:

1. to list reasons why public speaking is important.
2. to list types of speeches and how they are used.
3. to list the parts of a speech and their functions.
4. to list factors important in selecting a topic.
5. to list sources of finding information.
6. to prepare a speech outline.
7. to deliver a speech.
8. to prepare a demonstration outline.
9. to deliver a demonstration.

Guide Questions:

1. Why is speech making important?
2. What are some reasons for speeches?
3. What are some types of speeches?
4. What are the parts of a speech?
5. What is the precedure to use for preparing and delivering speeches?

References:

Purkey, R. D. Handbook on Speech for FFA. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1966.

The Organized Public Speaker. Cooperative Extension Service, North Dakota State University, Fargo, North Dakota.

You - The 4-H Demonstrator. Cooperative Extension Service, North Dakota State University, Fargo, North Dakota, June 1978.

Interest Approach: Tell the class that you have been asked by some group or organization to send a member to give a 20 minute talk on the FFA, and that you have decided to send a member of this class. After the usual protest, ask students why they don't like to get up in front of a group and point out the importance and value of being able to do so. Indicate that they will not have to make the 20 minute presentation, but may have to in the future and should be prepared.

Key Facts:

I. The Importance of Speech Making.

A. To develop self confidence in students.

B. Improves basic communication skills needed in today's world.

C. Helps promote leadership development among students.

D. Essential in employment situations.

1. Interviewing for jobs.

2. Give and receive orders accurately.

II. Reasons for speaking.

A. To inform - the giving of information.

B. To entertain - mainly for sheer enjoyment or pleasure.

C. To impress - stating points so that the listeners will remember them.

D. To convince - persuading others to believe as you do.

E. To gain action - getting others to do something.

III. Types of Speeches.

A. Demonstrative speech.

1. Purpose is to show the audience how to do something.

2. Combines the senses of hearing and sight by using visual aids.

3. Should accomplish three things:

a. Tell "why" the topic chosen is important.
b. Show "how" the job is done.
c. Tell "what" was done in a summary.

4. FFA Demonstration Contest.

   a. Should not exceed 5 minutes.
   b. May be presented by more than one person.

B. Memorized speech.

1. Entire speech is written and memorized before it is given.

2. FFA Memorized Speech Contest.

   a. Must have copy of speech typed in advance.
   b. Should be 6 to 8 minutes.

C. Extemporaneous speech.

1. Non-memorized speech prepared with limited time.

2. Could be informative or persuasive.

3. FFA Extemporaneous Speaking Contest.

   a. Topics are selected by the State Office from agricultural articles.
   b. Each speaker draws up to four times and selects one.
   c. Each speaker is allowed one hour for preparation.
   d. Speeches should range from 4 to 6 minutes.

D. Impromptu speech.

1. No advance preparation.

2. Unexpected.

3. Usually heard at special gatherings.

IV. Parts of a Speech.

A. Introduction.

1. The single most important part of the speech.

2. Purpose is to attract the attention of the audience and introduce the topic.

3. Methods of introduction.

   a. Personal - The speaker refers to his own experience.
   b. Humorous - related to topic.
   c. Refer directly to the speech subject.
   d. An emotional or dramatic statement.
   e. Using illustrations or comparisons.
   f. Quote.
   g. Question.

B. Body.

1. Discussion part of speech.

2. Contains the bulk of information.

3. Should have one main objective or idea.

4. Must support idea with specific and interesting materials.

C. Conclusion.

1. Should summarize the main points and emphasize the importance of the topic.

2. Should end speech smoothly but with a climax. (Transparency 1)

V. Writing Speeches and Demonstrations.

A. Selecting the topic.

1. Should be of interest both to you and your audience.

2. Should be timely.

3. Must be general or specific enough to cover material in the amount of time given.

4. Must have access to information on topic.

5. Demonstrations should involve some kind of procedure.

B. Finding information.

1. Personal knowledge and experience.

2. Books.

3. Magazines.

4. Pamphlets.

5. Bulletins.

6. Newspapers.

7. Encyclopedias.

8. Interviews.

9. TV and radio programs.

10. Published reports.

C. Preparing the speech outline.

1. Determine the central idea to be presented and write it down in a clear sentence.

2. List two or three main points of the central idea and arrange them in suitable order.

   a. Chronological.
   b. Importance.
   c. Sequential.
   d. Area.
   e. Cause and effect.
   f. Problem and solution.

3. Develop the outline using the main points as major subdivisions (A, B, etc.) and use research done to support each point.

   a. Subdivision should be phrases or single words.
   b. Each point must be adequately covered.

      1. Cite specific examples.
      2. Use only important figures.
      3. Use descriptive adjectives, avoid good, poor, etc.
      4. Use humor only if it applies to main point.
      5. Use comparison and contrast.
      6. Don't use words audience won't understand.

   c. Keep outline brief.
   d. Outline will become body of speech.

4. Develop introduction and conclusion.

   a. Introduction must attract attention of entire audience.
   b. Conclusion must summarize and emphasize the main points and central idea.
   c. Both must blend smoothly with the body.

5. Develop opening sentences for introduction, body and conclusion.

   a. Become I, II, and III, in the outline.
   b. Used verbatim in the speech. (Transparency 2)

6. Transfer outline to note cards (3" x 5").

7. Speech need not be written except when a copy is required. (Memorized Speech Contest)

D. Delivering the speech.

1. Preparation extremely important.

a. Rehearse often.

1. In front of a mirror.
2. In front of others.
3. Using a tape recorder.

b. Practice movement and gestures.
c. Look up as much as possible.
d. Vary your voice.

1. Pitch - high or low.
2. Force - loud or soft.
3. Rate - fast or slow.

e. Listen to other speakers for style such as on TV and radio.
f. Follow outline, but do not use same exact sentences every time.
g. Time yourself.

2. Appearance is audience's first impression.

a. Dress neatly and appropriately.
b. Have hair groomed.
c. Smile.

3. Be mentally and physically prepared.

a. Get adequate sleep.
b. Don't begin speech thirsty, too hungry or full.
c. Imagine beforehand, what kind of audience you are going to face.

4. Overcoming stage fright.

a. Be prepared and organized.
b. Walk briskly to the platform or podium.
c. Be confident, or at least look like it.
d. Breathe deeply and slowly several times to relax the body.

5. Proper delivery.

a. Stand with good posture, but relaxed.
b. Speak forcefully, but don't shout.
c. Pronounce words deliberately.
d. Vary your voice.

1. Force.

2. Rate.
3. Pitch.

e. Use hand gestures.
f. Speak to the audience, make eye contact.
g. Don't lean on the podium.
h. Stay within time limits.
i. Speak from the outline in your own words, don't read.

E. Giving demonstrations.

1. Procedure similar to speech.

a. Information gathered in same way.
b. Outline contains introduction, body, and conclusion.
c. Delivery follows same rules.

2. Preparing the demonstration outline.

a. Introduction should include why the subject is important to know.
b. Body.

1. Steps should be in a logical order.
2. Must include both actions and speaking parts.
3. Should be brief but thorough.

c. Conclusion restates steps and importance, and asks for any questions.

3. Preparing for the demonstration.

a. Have all material needed to show procedure.
b. Must have procedure mastered -- PRACTICE.
c. Have all other visuals prepared.

1. Charts or graphs.
2. Transparencies or slides.
3. Finished product or replica.

4. Delivering the demonstration.

a. Follow same rules as for speech.
b. Speak to the audience, not the the demonstration.
c. Be certain the audience can see everything being demonstrated.

1. Keep hands out of way as much as possible.
2. Use enlarged diagram where minute detail is used.

d. Avoid long pauses during procedure.

1. Good planning.
2. State facts of interest or alternate methods.
3. Prepare item in advance.

e. Ask for questions when completed.
f. Any member of audience should be capable of doing procedure when finished.

Student Learning Activities:

1. Show Demonstration Tips by Wishbone, slide series available from: Agricultural Communications Department, Cooperative Extension Service, North Dakota State University, Fargo, North Dakota.

2. Show 1974 State Boys Demonstration Videotape, available from: Agricultural Communications Department, Cooperative Extension Service, North Dakota State University, Fargo, North Dakota.

3. Have the students prepare a 5 minute demonstration. Make sure they follow the proper outline form.

4. Have the students prepare a 5 minute speech. Topics may be of the students' choice or from a preceding or following unit. Again make sure they follow the proper outline form.

5. Have the students prepare a 2 - 3 minute extemporaneous speech with as much preparation time as the class period permits. Make topics brief and have information available.

PARTS OF A SPEECH

— INTRODUCTION TELLS THE AUDIENCE WHAT YOU ARE GOING TO SAY.

— BODY SAYS IT

— CONCLUSION TELLS THEM WHAT IT WAS YOU SAID.

PROCEDURE FOR OUTLINING

I. A SPEECH WITHOUT AN OUTLINE IS LIKE A SCHOOL BUS DRIVER WITHOUT A ROUTE SCHEDULE.
   A. DOESN'T KNOW DIRECTION TO START OUT IN.
   B. DOESN'T KNOW WHERE HE IS GOING.
   C. DOESN'T KNOW WHEN TO STOP.

II. PROPER OUTLINING PROCEDURE IS ESSENTIAL TO ANY SPEECH.
   A. START WITH BODY.
      1. DETERMINE MAIN IDEA.
      2. DETERMINE MAJOR POINTS.
      3. FIND SUPPORTIVE INFORMATION FOR MAJOR POINTS.
   B. DEVELOP INTRODUCTION.
      1. MUST ATTRACT ATTENTION OF AUDIENCE.
      2. SHOULD INTRODUCE TOPIC ADEQUATELY.
   C. DEVELOP CONCLUSION.
      1. MUST SUMMARIZE MAJOR POINTS.
      2. MUST EMPHASIZE MAIN IDEA.

III. WRITING AN OUTLINE IS A SIMPLE PROCEDURE AS LONG AS IT IS DONE PROPERLY.
   A. DETERMINE MAJOR POINTS OF MAIN IDEA, AND SUPPORT WITH INFORMATION.
   B. MAKE INTRODUCTION AS CATCHY AS POSSIBLE.
   C. CONCLUSION MUST SUMMARIZE AND EMPHASIZE.